

ACADEMIC STUDIES

ENGLISH

**Support Materials and Exercises
for**

GRAMMAR: PART II
Parts of the Sentence



WINTER 1999

Grammar: Part II - Parts of the Sentence

ACADEMIC ENGLISH

ACKNOWLEDGEMENTS

The following persons have contributed to the development of this learning material:

Content and Structure:

Curriculum Developer(s)

Leslie Childs English Curriculum Content Expert
New Brunswick Community College Bathurst

Project Supervision/Co-ordination:

Angela Acott-Smith Project Co-ordinator
New Brunswick Community College Woodstock

Kay Curtis Literacy Co-ordinator
New Brunswick Community College Woodstock

This document is available full-text on the World Wide Web thanks to
the National Adult Literacy Database.

<http://www.nald.ca/CLR/search/>

The financial support for this learning materials project was provided by
the [National Literacy Secretariat](#) of [Human Resources Development Canada](#).

Winter 1999

This support module may be used with BAU-ENG 6.7, Sentences, and IAU-ENG 2.3 Parts of the Sentence, and IAU-ENG 2.4, Sentence Writing.

BAU-ENG 6.7	SENTENCES
--------------------	------------------

OBJECTIVE			
Upon successful completion of this unit, the learner will be able to			
<ol style="list-style-type: none"> 1. distinguish between complete sentences and sentence fragments. 2. recognize run-on sentences. 3. write complete sentences. 			
TEACHING POINTS			Level
Sentences	1	explain sentences	1/2
	2	correct capitals and end stops	1/2
	3	sentence recognition - complete and incomplete	1/2
	4	- run-on	3/4
	5	identify subject: bare and complete	5/6
	6	simple and compound	5/6
	7	identify predicate: bare and complete	5/6
	8	simple and compound	5/6
	9	match singular and plural verbs with noun subjects	5/6
	10	match singular and plural verbs with indefinite pronoun subjects	5/6
	11	match singular and plural verbs with personal pronoun subjects	5/6
Sentence Types	12	types of sentences by purpose: declarative	3/4
	13	interrogative	3/4
	14	imperative	3/4
	15	exclamatory	3/4
	16	types of sentence by structure: simple	5/6
	17	compound	5/6

Learners should use their own writing as well as traditional exercises when practicing grammar points. Learners should focus on identifying complete sentences. More detailed grammar is part of the IAU curriculum. Facilitator, however, should identify areas of weakness (e.g. errors in case) in each learner's writing and address them even if they are not part of BAU curriculum.

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. identify the parts of the sentence.

TEACHING POINTS			Level
Subject	1	Types: bare and complete	7
	2	simple and compound	7
Predicate	3	Types: bare and complete	7
	4	simple and compound	7
	5	Verbs: single and verb phrases - helpers (auxiliary) & main	7
	6	action and linking	7
	7	transitive and intransitive	8
	8	Complements: direct and indirect objects	8
	9	predicate nominatives & predicate adjectives	8
	10	adverbs	7
Prepositional Phrases	11	Types: adjective (describing nouns in subject and predicate	8
	12	adverb (describing verbs in the predicate)	8
	13	Structure: preposition + object of the preposition	8
Clauses	14	Types by structure: Main (principal/independent) clauses	7
	15	Dependent (subordinate) clauses	7
	16	Types by function: adjective clauses	7/8
	17	adverb clauses	9
	18	noun clauses	9
	19	Types by conjunction: relative clauses	9
	20	subordinate clauses	8

Note: Some mention of **phrasal verbs** may be necessary to clarify the identification of prepositional phrases as opposed to direct objects.(i.e. *He went over the fence.* (verb + prepositional phrase)
He went over his work. (phrasal verb + direct object)

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. identify sentences by type.
2. use sentence variety to improve his/her writing style.
3. identify and correct sentence faults.
4. follow the conventions of standard English usage.

TEACHING POINTS			Level
Sentence Types	1	By purpose: (declarative, imperative, interrogative, exclamatory)	7
	2	By order: (natural, split, inverted)	8
	3	By structure: (simple & compound)	7
	4	(complex)	8
	5	(compound-complex)	9
	6	Effects achieved by each type	8/9
Sentence Conventions	7	End stops: (period, question mark, exclamation point)	7
	8	Capitalization	7
	9	Sentence faults: fragments	7
	10	run-ons (comma splice, fused sentences)	8
Conventions of English Usage	11	Subject/Verb Agreement	8
	12	Antecedent Agreement	8
	13	Correct Case	8/9
	14	Possessives using 's, s' and '	7
	15	Double negatives	7
Confusing Words	26	By part of speech (e.g. advice, advise; effect, affect)	7
	27	By meaning: (e.g. principal, principle; stationary, stationery)	7

Although not all these topics are covered in this support module, learners in IAU are expected to use their knowledge of sentence structure and parts of speech to work towards a mastery of English usage and the creation of correct written materials

NOTE TO FACILITATORS AND LEARNERS:

1. The second grammar module, Parts of the Sentence, presents information and exercises to accompany the objectives of BAU-ENG 6.7, Sentences and IAU-ENG 2.3, Parts of the Sentence.
2. Sections of this module marked with an asterisk (*) should be completed by learners wanting to complete the BAU-ENG 6.7 objectives.
3. Learners working in IAU-ENG should complete all sections of this module. If they have previously completed the BAU-ENG programme, those sections marked with an asterisk should be reviewed.
4. Facilitators are free to use any support materials appropriate to their learners' needs.
5. Additional resource materials may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.
6. Alternate support materials may be appropriate.
7. Learners should be very familiar with the parts of speech before they attempt Module 6, Parts of the Sentence.
8. Grammar terms are not always consistent. Where possible, this module indicates alternate terminology and ways of handling specific grammar situations. Learners should be familiar with these, so that a wider variety of source materials are accessible to them.
9. The accompanying Practice Booklet contains exercises and an answer key in support of specific teaching points. Additional practice material may be found in any good grammar text, newspapers, magazines, and particularly the learner's own writing.
10. Much confusion may be removed if learners realize that parts of speech and parts of the sentence are two very different parts of grammar. When dealing with parts of speech questions, there are only eight (8) possible right answers (the 8 parts of speech). Parts of the sentence includes many more concepts, which although based on parts of speech, are a completely different area. The confusion is partly caused by the fact that some terms like verb, adjective, adverb, preposition, conjunction are shared in both areas of study. Other terms like subject, predicate, and object belong only to parts of the sentence.
11. Learners should complete all the exercises in the accompanying Practice Booklet.
12. The Practice Booklet also contains additional explanations of some of the more confusing grammar points.
13. It is the learner's responsibility to search out additional exercises to supplement the practice work included in this module by consulting with his/her facilitator.

14. The real purpose for learning grammar is to help learners write and speak as effectively as possible. This specifically includes the elimination of sentence faults from their writing.
15. The term “complement” used in this module may cause confusion. Grammarians are divided on its meaning. Some grammar texts use it describe only predicate nouns and predicate adjectives. Others use it to refer generally to all the parts of the **complete predicate** NOT included in the simple or compound predicate (verb). This module uses the latter definition largely based on the fact that the word **complement** means things which make something else complete.
16. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use these booklets.

TABLE OF CONTENTS

INTRODUCTION	1
COMPLETE SENTENCES ARE IMPORTANT	2
SENTENCES	3
SUBJECTS AND PREDICATES	3
FINDING SUBJECTS AND PREDICATES	8
COMPOUND SUBJECTS AND PREDICATES	11
COMPLEMENTS	13
Direct Objects	14
Indirect Objects	15
Predicate Nominatives	21
Predicate Adjectives	21
PRONOUN SELECTION	16
TRANSITIVE AND INTRANSITIVE VERBS	18
ADVERBS	23
PHRASES	24
CLAUSES	25
TYPES OF SENTENCES - FOUR KINDS (by purpose)	30
THREE KINDS OF SENTENCES (by order)	32
FOUR KINDS OF SENTENCES (by structure)	35
SENTENCE COMBINING	45
MAJOR SENTENCE FAULTS	52
CONCLUSION	57
FEEDBACK FORM	58

GRAMMAR: PART II

Parts of the Sentence

INTRODUCTION*

This second module on grammar presents the vocabulary and concepts you need to discuss the structure of sentences. Writing correct and complete sentences is essential to creating messages that are easy for readers to understand, and it is also one of the skills employers look for.

You have your pen in your hand and a stack of paper in front of you - but the pages are blank. You have a lot of interesting things you could say, but you hesitate to write them because you are afraid that your paper will come back covered with corrections written in every margin. You are right to be concerned with grammar mistakes, but you need to learn that the most important part of writing is getting your ideas down on paper first. When you begin to write anything, you should first spend time *thinking* about



- *why you are writing*
- *what you are really trying to say,*
- *what ideas and details you will include,*
- *who will read it.*

When you have organized most of these in your head, you should pick a quiet place and write everything down, from start to finish, without stopping. Don't worry about spelling or grammar mistakes at this early stage. Once you have said everything you want to say, leave the writing for a while and go on to some other work.

When you return to your *first draft*, you can start to look for things that need changing: spelling, grammar, punctuation. This stage of writing, called *proofreading*, is where the information you learn in this module will be useful.

Helpful Hint - Write first; rewrite and correct later.

II. COMPLETE SENTENCES ARE IMPORTANT!*

You know a great deal about sentence structure already. You have spoken in sentences most of your life. In conversation, you speak in sentences about 75% of the time because it isn't always necessary to use full sentences. When speaking, you can add tone of voice, hand gestures, and facial expressions to help make your meaning clear. As well, you usually have a second chance to communicate your ideas if you are misunderstood. If the listener looks puzzled or asks, "What do you mean?", you simply restate your idea.

Writing is more demanding because the reader isn't present to let you know that he/she doesn't understand. Your words must represent your thoughts when you are not there. When your writing leaves a reader confused in any way, for even a second, he/she may take the wrong meaning from your words, or worse, may give up altogether on your message. Readers are notoriously¹ lazy, and they don't like being confused or bored..



Every time you put something down on paper, it is your job as a writer to find and remove all possible barriers to understanding that your reader may run into. One of the biggest barriers, and one that causes the most trouble, is the *incomplete sentence*

When readers encounter² an "improper sentence", they have to stop and reread it, perhaps several times, in order to understand what the writer was trying to say. These "bad" sentences break the reader's concentration and provide an opportunity for distractions like, "What will I have for lunch today?" and "Oh, I have to call John before I forget." or "I really should wash those dishes!". Once distracted, readers may never finish reading your message.

Readers, particularly employers and customers, want clear, written messages that are easily understood on first reading. The grammar in this module will give you the tools to eliminate "bad" and confusing sentences from your writing.

¹ widely and unfavourably known

² meets or runs into

III. SENTENCES*

At some time, you have probably learned about the parts of speech. Perhaps you recently finished working through the unit called Parts of Speech. Now that you know about them, you can begin to learn about what makes a sentence, a sentence. For a sentence to be considered complete, it must contain at least one noun or pronoun and one verb, and it must include a complete thought. Is that all there is to writing sentences? Of course not. There are five other parts of speech that may be added - but where? To answer such questions you must learn about **subjects** and **predicates**.

A. SUBJECTS AND PREDICATES*

A complete sentence is a group of words that expresses a complete thought.

The following is a complete sentence. It expresses a complete thought.

Barry paints.

Its parts of speech are a noun **Barry** and a verb **paints**. When describing the parts of the sentence, however, the word **Barry** is called the **subject** of the sentence. The **subject** of a sentence is the person, place, or thing that is doing the action. **Barry** is the person doing the the action, so Barry is the subject. The part of speech of the word **paints** is a **verb** (action)., but within a sentence it is called the **predicate**.

Non-action verbs (or linking verbs) such as *is, am, are, was, were, be, been, become,* and *seems* are called **predicates** as well. The following is, therefore, a complete sentence.

Heather is a nurse.

In discussing the structure of this sentence, **Heather** is the **subject**. She is the person (or thing) that the sentence is talking about. The bare **predicate** is the linking verb *is*, and it indicates that Heather is in the “state of being” a nurse. In other words, Heather and the nurse are the same person. The linking verb *is* simply links two nouns which refer to the same person (or thing) together. Look at these examples. Can you identify the subject and predicate?

Doug was an actor for three years.

He will be an architect after graduation.

Max Hurbert is my uncle on my mother’s side.

Rachel has been absent for three weeks.

Another interesting use of the linking verb is to add variety to sentences by putting the adjectives after the subject.

Barb is angry.

Here **Barb** is the subject of the sentence and the word **angry** which follows the linking verb is an adjective which describes Barb. Once again, the verb **is** is used to show that there is a link between the words that come before and after it...and that Barb exists in a state of anger.



Exercise 1.1

Identify the subject and predicate (verb) in each of the following. Record your answers in your notebook.

1. Doug drove to Moncton
2. Suddenly, the lightning struck the steeple.
3. This sentence contains a verb.
4. The merchant bought six dozen shirts.
5. Marc is a fine artist.
6. Sheila is painting her house today.
7. John and Angela believed their story.
8. After the lecture, the students walked to the library.
9. Before the concert, the singers had three practice sessions.
10. The house on the corner was built by Jacques Dumont.
11. You should be ashamed of your behaviour.
12. Have Jenny and her sister seen that movie?
13. Didn't you file those papers with the lawyer?
14. The lawn mower had cut a wide swath across the grass.
15. The school bus was yellow.

Complete the additional sections of Exercise 1 in the Practice Booklet.

By now, you should feel quite comfortable finding subjects and predicates (verbs), but before you go on you need to learn about one more thing. Read this sentence, and decide on the subject and predicate.

His choice of colours was very poor.

What is the subject of this sentence? Is it *choice*, or is it *colours*? The easy way to decide is to reread the sentence like this: *His choice was poor* or *Colours was poor*. Which makes sense? The first one is the obvious choice; therefore, *choice* is the subject. Look closely and you will see that *colours* is the word that completes the prepositional phrase *of colours*. The correct grammar name for this use of the word *colour* is *object of the preposition*.

A good rule to remember is that you will **never** find the subject of a sentence inside a prepositional phrase.



Exercise 2.1

Identify the subject and predicate (verb) in each of these sentences. If you are confused, start by identifying the prepositional phrase. Then, put brackets around it. Now, look for the subject, outside the prepositional phrase.

Example: *The herd (of cows) was grazing in the pasture.*

subject - *herd* predicate - *was grazing*

of cows is a prepositional adjective phrase telling what kind of *herd*

1. The chief of that department issued a statement.
2. The smell of the lilacs in the spring is overpowering.
3. The box on the table is full of apples.
4. Each of his friends expressed an opinion.
5. Circumstances beyond our control forced our actions.
6. The dishes in the sink are dirty.
7. The loud, cracking sounds from the mill have gotten worse during the years.
8. Each one of their attempts had failed.
9. Did the man on the roof finish the shingles before lunch?
10. Has the parcel from the West Indies arrived yet?

Complete the additional sections of Exercise 2 in the Practice Booklet.

When talking about sentences, the verb or verbs (action or linking) have another name - **predicate**³.

³ Depending on the grammar text you consult, you may find either the word *predicate* or the word *verb* used. Both are correct. Using the word *predicate*, however, helps make the

A better definition of a sentence is

A complete sentence is a group of words which expresses a complete thought and contains a subject and predicate (verb).

Every writer must be able to tell the difference between a sentence and a **sentence fragment**. A **fragment** is only part of a sentence. It does not express a complete thought and, as a result, often confuses the reader. Sentence fragments are usually unacceptable in good writing.



Exercise 3.1

Put an **S** next to each complete sentence. Put an **F** next to each fragment.

- ___ 1. Neither the coach nor the players
- ___ 2. Unless you have a license
- ___ 3. When my father was a child, he spoke only French
- ___ 4. I have the day off tomorrow
- ___ 5. When the telephone rang
- ___ 6. Pick up those papers
- ___ 7. The girl threw the baseball deftly
- ___ 8. The whole class afterschool
- ___ 9. Of the three players, Kevin had the highest batting average
- ___ 10. Suddenly during the intermission

Complete the additional sections of Exercise 3 in the Practice Booklet.

As you know, not all sentences are as brief or simple as **Barry paints** or **Heather is a nurse**. There are six other parts of speech that may be used in a sentence. Consider the following sentence.

The two large dogs raced quickly across the open field.

There is more than one noun, but only one verb. There are also adjectives, an adverb, and a preposition. What is the **subject** of the sentence? The sentence is

distinction between parts of speech and parts of the sentence clearer.

talking about *dogs*. But, not just any *dogs* - *The two large dogs*. This whole section of the sentence, including all the adjectives that modify the noun *dog*, is called the *complete subject*. The noun *dogs* (without any of its adjectives) is known as the *bare subject* because it has been stripped of all its modifiers.

Every sentence can be divided into two parts; one part is the *complete subject* and the rest of the sentence is the *complete predicate*.

In the previous example, you may have considered *raced* to be the *predicate*. You are partly correct. The verb *raced* is **only a part** of the *predicate*. The *complete predicate*, however, is any part of the sentence which does not relate to the subject.

raced quickly across the field - complete predicate

The main verb in a sentence is actually called the *bare predicate*. The *bare predicate* includes the main verb and any auxiliary or helping verbs that go with it.

The blue sports car with the big engine must have crashed after the turn.

The *bare predicate* in this sentence is *must have crashed*. The *bare subject* is *car*. A good way to start looking at the parts of a sentence is to place a double slash (//) between the *complete predicate* and the *complete subject*, as follows:

The blue sports car with the big engine // must have crashed after the turn.

<i>The green sports car with the big engine</i>	<i>must have crashed after the turn.</i>
COMPLETE SUBJECT	COMPLETE PREDICATE



Exercise 4.1

Underline the bare subject once, the bare predicate twice, and place a double slash (//) between the complete subject and the complete predicate.

Examples: My friends // are shopping at the mall this afternoon.

Tina's parents // walk 2 km every day.

Several small papers // have gone out of business lately.

1. The market opens early on Saturdays.
2. Shelley wrote a letter to Pam.
3. Everyone in the restaurant heard her loud voice.
4. Television programs are worse than ever.
5. Each department in the store must be decorated for Easter.
6. I paid a visit to Grand Manan last August.
7. My cat has disappeared again.
8. The otter slid into the water.
9. My son had a great deal of homework last night.
10. January is often the coldest month of the year.
11. Three beautiful packages lay under the tree.
12. Seashells littered the beach.
13. Stars twinkled brightly in the sky.
14. An experienced pilot landed the plane in the fog.
15. Sandy's class discussed energy conservation last spring.

Complete the additional sections of Exercise 4 in the Practice Booklet.

FINDING SUBJECTS AND PREDICATES*

It is fairly easy to identify subjects and predicates. The subjects are usually at the beginning of each sentence, and the predicates follow the subjects, finishing each sentence. Some sentences, however, use a different word order.

Is your sister making crafts this year?

bare subject: ***sister***

bare predicate: ***is making***

complete subject: ***your sister***

complete predicate: ***is making crafts this year***

If you have difficulty identifying subjects and predicates in sentences which ask questions, try rewriting the sentence as a statement of fact first.

Your sister / is making crafts this year.

Now, the subject is at the beginning, and the predicate follows the subject.

Sometimes, a word or a phrase (group of words) comes before the subject, as in the following example.

During the Christmas season, my sister sells her crafts.

bare subject: *sister*

bare predicate: *sells*

complete subject: *my sister*

complete predicate: *sells her crafts, during the Christmas season*

Notice that even though the prepositional phrase *during the Christmas season* comes at the beginning of the sentence, it is still part of the predicate because it tells “when” the action in the verb occurred. It’s technical name is a *prepositional adverb phrase*.

Here’s another tricky kind of sentence.

Sit in that chair.

This sentence gives an order or a command. What is the subject? Who is going to *sit*? It can’t be the **chair**. That doesn’t make sense. **You** (the person you are speaking to) will sit. In this sentence, the subject is really “[you] understood”. It’s not written down, but everyone understands that it is intended.

Examine the sentences below. Make sure you understand each one before you go on to the next section.

The young scallop fisherman // lost his boat and his catch in that storm.

Suddenly, // the faint candle light // flickered wildly in a strong cold draft.

From deep in his throat came // a terrifying growl. (Note: the subject comes last.)

Before next week’s auction, // we // will carefully examine every object in the hall.

Did // his old friend with the new computer // drive to Halifax last weekend?

Which size of lobster did // the manager’s secretaries // order?

Where are // the books with the missing pages?



Exercise 5.1

- A. Combine the following subjects and predicates to form five sentences. Use each subject and predicate only once..

SUBJECTS	PREDICATES
John mildew Tammy's daughter a fawn Mrs. Hall	started school last fall drove to Winnipeg barbecued the steaks. grew in my basement last summer wandered into my backyard

- B. In each of the following sentences, underline the bare subject once and the bare predicate twice. Separate the complete subject from the complete predicate with a double slash (/).
- a. Into the store burst the angry customer.
 - b. On the hilltop stood the old house and its outbuildings.
 - c. Through the valley rode the messenger.
 - d. Do you have an extra pen?
 - e. Beyond the trees lay safety.
 - f. Did everyone have a good time?
 - g. Off to the playground trooped the little girls.
 - h. Have you completed your science labs?
 - i. His ideas should have been given greater consideration.
 - j. Above the trees bobbed and floated the balloon.
 - k. Stop the car!
 - l. Finish your homework first.

Complete the additional sections of Exercise 5 in the Practice Booklet.

COMPOUND SUBJECTS AND PREDICATES*

So far you have worked mostly with sentences with single subjects and single predicates. A sentence can have a *compound subject*, as in the following examples.

The boat and its crew docked in the Bahamas yesterday.
King Avenue and Front Street are under construction.

In the first example, *the boat and its crew* is the *complete subject*. The *bare subject* consists of two nouns *boat* and *crew*. In other words, two things (*boat, crew*) did the same action (*docked*). Similarly, both *King Avenue* and *Front Street* are the *bare subjects* of the second sentence. When there are two or more subjects in a sentence, joined by a conjunction, the sentence is said to have a *compound subject*.

A sentence can also have a *compound predicate*, as in the next example.

The car bumped and rattled its way along King Avenue.

Both *bumped* and *rattled* form the *bare predicate* of the sentence. Therefore, the sentence is said to have a *compound predicate*.

The two large dogs and their master / raced across the field and caught the rabbit.

This sentence has a *compound subject* and a *compound predicate*. In other words, the bare subjects (*dogs, master*) both performed the actions of the bare predicate (*raced, caught*).

<u>Complete Subject:</u>	<i>The two large dogs and their master</i>
<u>Complete Predicate:</u>	<i>raced across the field and caught the rabbit.</i>
<u>Bare Subject:</u>	<i>dogs, master</i>
<u>Bare Predicate:</u>	<i>raced, caught</i>

Find the complete subject and the complete predicate.

Next, find the bare subject(s). Is it compound? If not, it is called a *simple subject*.

Find the bare predicate(s). Is it compound? If not, it is called a *simple predicate*.

The clown sang and danced his way across the ring.
Fred and Marv grumbled quietly to themselves and started the lawn mower.

In the first sentence, both *sang* and *dance* are *predicates* (verbs) working

with the subject *clown*. Because they are joined with the conjunction *and*, they are *compound predicates*. The subject *clown* is a *simple subject*.

In the second example, the *bare subject* (*Fred, Marv*) is a *compound subject*. The *bare predicate* (*grumbled, started*) is a *compound predicate*.



Exercise 6.1

- A** Identify the bare subject and indicate whether it is a simple or compound.
1. Dogs and cats are rarely good friends.
 2. The band and its leader boarded the bus at 9:30 and left for Moncton.
 3. His letter of resignation will not reach you before Tuesday or Wednesday.
 4. Either his old car or their newest truck will be at the auction.
 5. The tiniest bits of gossip in this town are turned into public announcements.
 6. Alex and his sister were sitting in the café and talking about their troubles.
 7. The clowns jumped out of cars and ran through sprinklers.
 8. Suddenly, rain and hail poured out of the sky.
 9. The man from the marina laughed and talked about all his experiences at sea.
 10. Uncle Al and his wife packed their things and left town.
- B** Identify the bare predicate in the sentences above, and indicate whether it is simple or compound.

Complete the additional sections of Exercise 6 in the Practice Booklet.



Exercise 7.1

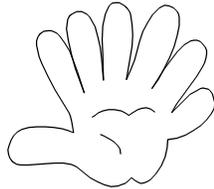
1. Write **five (5)** sentences, each with a compound subject and a simple predicate. Underline the compound subjects in each sentence.
2. Write **five (5)** sentences, each with a compound predicate and a simple subject. Underline the compound predicate in each sentence.
3. Write **five (5)** sentences, each with a compound subject and a compound predicate. Underline the compound subject and the compound predicate. Separate the complete subject from the complete predicate with a double slash (/ /).

All sentences can be divided into 2 sections: complete subject and complete predicate. The complete subject includes a noun or pronoun and all the words and phrases which modify them. Bare subjects are classified as either simple or compound. The complete predicate includes the main verb and its auxiliaries as well as all words and phrases which are not part of the complete subject.

B. COMPLEMENTS⁴

The complete predicate is made up of the bare predicate (verb) as well as several other important parts of the sentence. Within the complete predicate you may find some of the following parts.

1. direct object
2. indirect object
3. predicate nominative
4. predicate adjective
5. simple adverbs
6. prepositional phrases
7. clauses



SEVEN

Remember that a sentence has two basic parts: complete subject and complete predicate. The parts of the sentence listed above are considered to be sub-sections of the complete predicate.

⁴ The term “complement” may cause confusion because grammarians are divided on its meaning. Some grammar texts use it describe only predicate nouns and predicate adjectives. Others use it to refer generally to all the parts of the **complete predicate** which are not included in the simple or compound predicate (verb). This module uses the second definition largely based on the fact that the word **complement** means “things which make something else complete”.

1. DIRECT OBJECTS

Two words **can** make a complete sentence. One of those words must be a subject, (noun or pronoun), and the other must be a predicate (verb). Furthermore, the two words must express a complete thought.

Rain fell.

Jack drove.

She screamed.

Not every two word phrase that contains a noun/pronoun and a verb expresses a complete thought. The following are incomplete sentences.

Cindy caught _____

He mailed _____

You are left asking questions.

*Cindy caught **WHAT** or **WHOM**?*

*He mailed **WHAT**?*

Any noun or pronoun that makes these thoughts complete by answering the question **WHAT?** or **WHOM?** is called a **direct object**. Direct objects are always nouns and pronouns and are found only after **action verbs**.

*Cindy caught **the ball**.*

*He mailed **a letter**.*

Think of it this way. The action verb in this sentence is **caught**. The subject of the sentence is Cindy. Who or what received the action? (Cindy **caught** who? or what?)...*the ball*. **Ball** is the **direct object**.

Try finding the direct object in this sentence using the method described above.

Len mailed his cheque.

The action (verb) in the sentence is ?.....**mailed**.

Who? or What? mailed a letter?.....**Len** - *Len is the subject*

*Len mailed **whom? what?**.....**letter** - letter is the direct object*

*Direct objects are nouns or pronouns which complete the meaning of an **action** verb. They answer the reader's questions about **Whom? What?** received the action of the verb.*

Direct objects **NEVER** answer the questions when, where, or how.

2. **INDIRECT OBJECTS**

The second kind of complement is called an *indirect object*. Indirect objects always come between *action verbs* and *direct objects*. In the examples below, the underlined word is the *direct object*, and the word in bold type is the *indirect object*.

*Auntie Bessie gave **the girls** a present for their birthday.*

What did Aunt Bessie give? *She gave a present.* The noun *present* is the direct object. To whom did Aunt Bessie give a present? - *the girls*. The noun *girls* is the indirect object. The sentence below uses a pronoun as the indirect object.

*She gave **them** a present for their birthday.*

Think of it this way. Auntie Bessie had to give the *present* before *the girls (them)* could receive it. In other words, the *present* receives the action of *giving* directly. The *girls (them)* receive the action of *giving* indirectly.

Indirect objects are always found between the verb and the direct object. Here's a good "trick" for finding the indirect object. Turn the word you think might be an *indirect object* into a prepositional phrase (starting with *to*, *for*, and sometimes *of*) and move it to the end of the sentence. If the sentence still makes sense, you have found the indirect object..

*Our office sent the **client** a special delivery letter.*

Our office sent a special delivery letter (to the client).

*Have you charged **them** the right amount?*

Have you charged the right amount (to them)?

His determination earned him a million dollars.

His determination earned a million dollars (for him).

Shirley asked us a question.

Shirley asked a question (of us).

Here is another method for finding *indirect objects*.

Marg brought her friends some flowers.

The action verb in the sentence is *brought*

Who? or What? brought her friends some flowers.

Ask Marg brought whom? or what?

Ask Marg brought some flowers to whom?

Marg brought - subject

flowers - direct object

friends - indirect object

*Indirect objects are nouns/pronouns which complete the meaning of an **action verb**. They answer the reader's questions about **To whom? For whom? Of whom?** Only a few verbs allow direct and indirect objects: *give, take, offer, tell, show, bring, make, send, sell, etc.**



Exercise 8.1

Identify the the direct and indirect objects in the sentences below.

1. The committee offered Rebecca a better job.
2. Give them your new address.
3. Did you offer me the very best deal?
4. Mark laid the unconscious dog on the mat.
5. The post office sent him a change of address card.
6. Jack gave the tiny bear cub a dish of milk.
7. They sliced me some turkey.
8. Sean gave the car a second coat of wax.
9. His invention made him a fortune.
10. Her brother bought her an ice cream cone before he left.

Complete the additional sections of Exercise 8 in the Practice Booklet.

PRONOUN SELECTION

In Module 5, Parts of the Sentence, you learned some “tricks” about selecting the correct form of the personal pronoun within a sentence. Now that you have learned about subjects and objects, you will be able to choose the correct personal pronoun in any sentence.

Personal pronouns change their form to show

1. gender (masculine, feminine, neuter)
2. number (singular, plural)
3. person (1st, 2nd, 3rd)
4. case

Case refers to the different forms a personal pronoun can take in different parts of the sentence. Personal pronouns have three cases:

1. subjective case⁵ (for subjects and predicate nominatives)
2. objective case (for direct/indirect objects and objects of the preposition)
3. possessive case (to show ownership)

CASE	USES	FORMS
Subjective case	subject	I, you, he, she, it, we, you, they
	predicate nominative	
Objective case	direct object	me, you, him, her, it, us, you, them
	indirect object	
	object of the preposition	
Possessive case	ownership	my/mine, your/yours, his, hers, its our/ours, your/yours, their/theirs

The subjective case is always used for subjects.

Example: ***She and I** offered to help with the auction.* (subject)

The subjective case is also used for predicate nominatives. Linking verbs act as links or connections between the subject and its complement. In other words, because the subject and the complement refer to the same person, the pronouns must be in the subjective case. You will learn more about predicate nominatives in the next few pages.

*It was **I** who reported the accident.*

*It was definitely **she** in the front seat of that car.*

These sentences may sound stiff and awkward, but in formal writing this is the correct and expected form of the pronoun. In conversation or informal writing, it is acceptable to say “*It’s me*” or “*It was her in the front seat.*”

The **objective case**, as its name suggests, is used for objects.

*They overheard **him** and **me** on the phone.* (direct object)

*The group awarded **them** and **us** the same prize.* (indirect object)

*Divide the money between **him** and **her**.* (object of the preposition)

The **possessive case** has two forms. When a personal pronoun is placed in front of a noun, the forms *my*, *your*, *his*, *her*, *its*, *our*, *your*, *their* are correct.

⁵ Some grammar texts call this **nominative case**.

*My cats are healthy, and so are **your** dogs, but **their** birds look sick.*

When the pronoun is used alone (without a noun), the correct forms are *mine, yours, his, hers, its, ours, yours, theirs*.

*Hers are healthy, and so are **ours**, but **yours** look⁶ sick.*

The interrogative pronoun *who* also has *case*.

SUBJECTIVE CASE	OBJECTIVE CASE	POSSESSIVE CASE
who	whom	whose

Examples: ***Who** cooked this steak?* (interrogative pronoun - subjective case)

***Whom** did you see there?* (interrogative pronoun - objective case)

*To **whom** have you spoken?* (interrogative pronoun - objective case)

***Whose** shorts are these?* (interrogative pronoun - possessive case)

***Whose** are these?* (interrogative pronoun - possessive case)

TRANSITIVE AND INTRANSITIVE VERBS

Another grammar point becomes clear with an understanding of objects. When using a dictionary to look up verbs, you may have been puzzled by the abbreviations *vi* (intransitive verb) and *vt*⁷ (transitive verb).

An action verb which has an object, either direct or indirect, is called a *transitive verb*. An action verb which does not have an object is called an *intransitive verb*.

TRANSITIVE VERBS	INTRANSITIVE VERBS
<i>They leaked the story to the papers.</i>	<i>Water leaked from the taps.</i>
<i>The horse jumped the fence easily.</i>	<i>Larry jumped on his motorcycle.</i>
<i>He always fished that river in spring.</i>	<i>Sue fished around in her purse.</i>
<i>The men felled the ancient tree in minutes.</i>	<i>Zack fell down the stairs.</i>

⁶ If *yours* refers to a singular noun, use a 3rd person singular verb form like *looks*. If *yours* refers to a plural noun, use the 3rd person plural form of the verb like *look*.

⁷ Some dictionaries use different abbreviations. Check the Abbreviation Key in your favourite dictionary to find the abbreviation it uses for intransitive and transitive verbs.

<i>Police caught them in the act.</i>	<i>Lynn screamed in terror.</i>
<i>Pam and Jon paint houses for a living.</i>	<i>Ron paints for a living.</i>

Some verbs are ALWAYS transitive verbs. They **must** have a direct object to answer the questions **WHO/WHOM?** or **WHAT?**. Here are **some** examples of transitive/intransitive verbs.

<i>give</i>	<i>cause</i>	<i>bring</i>	<i>raise</i>	<i>set</i>
-------------	--------------	--------------	--------------	------------

A corporation funded that literacy program.

Some verbs are ALWAYS intransitive. Here are some examples.

<i>lie</i>	<i>arrive</i>	<i>rise</i>	<i>sit</i>
------------	---------------	-------------	------------

They have been dieting for six weeks.

Many verbs, however, can be either transitive **OR** intransitive, depending on the meaning of the sentence. You must look at how the word is used in a particular sentence before you can decide.

Direct and indirect objects are nouns/pronouns are always found after transitive verbs.

Indirect objects are always found between a transitive verb and its direct object.

As you learn new vocabulary, the dictionary will show you how to use new verbs. For example, did you know that *dog* can be used as a verb meaning *to pursue with determination* (like a hound after a rabbit). How should it be used? The dictionary shows it only as a transitive verb, so it must have a direct object. This means that *you must dog something or someone*

*The private eye **dogged** the crook's movements for an entire week.*

Because it cannot be used intransitively, it would be incorrect to say

The private eye dogged for an entire week.

Some verbs are both transitive and intransitive, so both sentences below are correct.

The children swam in the Northumberland Strait. intransitive

Pattie swam the Northumberland Strait. transitive.



Exercise 9.1

- A** In the dictionary find 5 verbs that are both transitive and intransitive. Write a sentence to demonstrate the use of each. You will write a total of 10 sentences.
- B** Write the complete verb from each of the sentences below. Indicate whether there is an object and the type of verb (transitive or intransitive.)

SENTENCE	DIRECT OBJECT? (YES OR NO)	TRANSITIVE (T) INTRANSITIVE (I)
1. The dog lay down on the floor.		
2. Mary gave a speech.		
3. That apartment has three rooms.		
4. He reads the newspaper at lunch.		
5. School closed today at two o'clock.		
6. People can charge their groceries at Sim's		
7. We walk through the park every night.		
8. After three hours, they finally called.		
9. A few places are open for breakfast.		
10. The doctor examined my sore ankle.		

Complete the additional sections of Exercise 9 in the Practice Booklet.

3. *PREDICATE NOMINATIVES*

Sentences constructed with *linking verbs* contain a special kind of complement. These complements occur **only** after *linking verbs*. If a noun/pronoun completes the meaning of the linking verb, it is called a *predicate nominative*.

My sister became a teacher.

The complete predicate in this sentence is *became a teacher*. The bare predicate is the linking verb *became*. The complement which completes the meaning of this linking verb is the noun, *teacher*. The word, *teacher*, is called a *predicate nominative*.

In formal writing, a personal pronoun which follows a linking verb must be in the subjective (nominative case)

It was I who made that policy decision.

In conversation and informal writing, it is more common to say,

Who's there? It's me. or It's them.

4. **PREDICATE ADJECTIVES**

When an adjective completes the meaning of a linking verb, it is called a ***predicate adjective***.

*My sister felt **happy** about her new job.*

*The clouds grew **dark** because of the storm.*

*Those cinnamon rolls smell **delicious**.*

*The learners never became **discouraged***

The complete predicate in this sentence is ***felt happy about her new job***. The bare predicate is the linking verb ***felt***. The word which completes the meaning of this verb (the complement) is the adjective, ***happy***. Thus ***happy*** is a ***predicate adjective***.

Predicate nominatives and predicate adjectives are complements which are always found after linking verbs.



Exercise 10.1

- A. Find the predicate nominatives and predicate adjectives in the following sentences. Be sure to label each one you find. Some sentences may not contain predicate nominatives or predicate adjectives.
1. My uncle is fireman in Moncton.
 2. Suddenly, he felt sick.
 3. Jennifer quickly became disgusted with their behaviour.
 4. The pitcher threw the ball to first base.
 5. The boss was being unreasonable in his demands on his staff.
 6. Were you ever a dancer?
 7. They had never been content with their jobs.
 8. The sky grew dark and cloudy.
 9. Marilyn is my niece.
 10. His smile was always his best feature.
- B. Notice that many of these sentences include adverbs and prepositional phrases as part of the complement. Review the exercise and identify these.

Complete the additional sections of Exercise 10 in the Practice Booklet.

5. *ADVERBS**

Adverbs (words that tell *when, where, why, how, how much or how many*) are also included in the complement, regardless of where they are placed in the sentence.

*We answered their questions **quickly**.*

***Soon**, winter will arrive.*

*We ordered pizza **later**.*

*Their cheques arrived **yesterday***

***Thursday**, Meagan has a dentist's appointment.*

***Luckily**, they bought their concert tickets **last week**.*

In the last three sentences, the words *yesterday, Thursday, and last week* are considered to be adverbs even though they look like nouns. The technical name for them is

*adverbial objectives*⁸.

Words like *meanwhile*, *then*, *however*, *therefore* are adverbs which should be placed in the middle of a sentence.

We will, therefore, donate this money to charity.

The committee will, however, announce its decision tomorrow.

When these words are used as adverbs, they are usually set off by commas.

6. PHRASES*

You already know a lot about *phrases*. Read the following simple sentence.

He caught the ball.

The sentence, of course, contains a subject (*he*), a bare predicate (*caught*), and the direct object (*ball*). Now read this sentence.

He caught the ball in his glove.



The sentence now contains a group of words (phrase) that tells where or how the ball was caught - *in his glove*. It is, as you already know, a prepositional adverb phrase. Prepositional adverb phrases are always part of the complement and complete predicate, regardless of where they are found in a sentence.

Before their recital, the choir practised in the gym daily.

When a prepositional phrase modifies a direct (or indirect) object, it is considered part of the complement and the complete predicate because it is connected with the object.

They gave the girls with the best costumes a gift certificate from Sears.

The phrase *with the best costumes* describes or limits the noun *girls* (indirect object); the prepositional phrase *from Sears* modifies *certificate* (direct object). Both phrases are used as adjectives and are considered part of the complement and the complete predicate.

If, however, a prepositional adjective phrase modifies the subject of the sentence, it is considered to be part of the complete subject.

The dog with the black paws lives next door.

⁸ You do not need to know this term; however, if you are asked to name the part of speech in sentences like these, the correct answer is *noun*. If you are asked to identify the part of the sentence, the correct answer is *adverb*.

A **phrase** is a group of words that belong together but does not contain a subject and predicate.

Exercise 11.1

Write all the prepositional phrases and label them as adjective or adverb. Indicate which word each modifies.

1. Beyond that fence, each of the maple trees should have been sprayed with an anti-fungal mixture.
2. Several unemployed men leaned against the sunlit wall until the end of another fruitless day.
3. Most of the classes should have begun by then.
4. The old restaurant at the end of the street had been vandalized on many occasions.
5. None of these clothes can be repaired without hours of work.
6. Fear for her children's lives pumped adrenalin into her heart.
7. Under the eaves, a colony of bats had made its home.
8. Her friend from Halifax arrived on the bus last night.
9. Across the road in the shade of a large oak tree sat the old blacksmith.
10. Fortunately, her decision on that issue proved correct.

7. CLAUSES

Clauses are groups of words which belong together **and contain a subject and predicate** (verb). There are two basic types of clauses: independent and dependent.

The player caught the ball in his glove.

This group of words is a clause because it contains a subject, *player*, and a predicate (verb) *caught*. It is called an **independent clause**⁹ because it contains a complete thought and can stand alone as a complete sentence.

An **independent clause** is a group of words that contains a subject and predicate, and can stand alone as a complete sentence because it expresses a complete thought.

⁹ Some textbooks call these **main clauses** or **principal clauses**

Some groups of words (clauses) contain a subject and verb but do not express a complete thought.

Although the sun was in his eyes

The clause above does not express a complete thought even though it contains a subject and predicate. When you read it, you feel that some information is missing. It is not a complete idea. It is called a **dependent clause**¹⁰ because it depends on some missing part of the sentence to make its meaning complete.

A clause which makes sense on its own is called **an independent clause**.

A clause which is dependent on another part of the sentence in order to make sense is called **a dependent clause**.

When a **dependent clause** modifies or gives more information about *when, where, why, or how* an action (verb) takes place, it is called an **adverb clause** and is considered to be part of the complement and complete predicate, regardless of where it is placed in a sentence.

*The player // caught the ball in his glove **although the sun was in his eyes**.*

***Although the sun was in his eyes**, // the player // caught the ball in his glove.*

This sentence is made up of an **independent clause**, *The player caught the ball in his glove*, and a **dependent clause**, *although the sun was in his eyes*. The dependent clause has been added to tell more about the circumstances of *catching the ball*. As a result, it is considered to be an adverb. It is part of the complement, and part of the complete predicate regardless of whether it comes before or after the verb. It is called a **dependent adverb clause** and modifies the verb *caught*.

Dependent clauses often start with **subordinate conjunctions** which join them to the independent clause.

¹⁰ Some textbooks split these into two categories: **subordinate clauses** and **relative clauses**.

A dependent clause starts with a conjunction and contains a subject and predicate of its own, but it cannot stand alone; it is not a complete sentence.

In the example above, the subject of the dependent clause is the noun *sun*, and the bare predicate of the dependent clause is *was*. The dependent clause also has a complement of its own *in his eyes*.

Some dependent clauses start with the **relative pronouns** *who, whoever, whom, whomever, which, whichever, what or that* and are sometimes called **relative clauses**.

*Fran // was driving the car **that won the race**.*

The independent clause is *Fran was driving the car*. The dependent clause *that won the race* is, however, working like an adjective and modifies the noun *car*. As a result, it is called a **dependent adjective clause**. The noun *car* is the direct object and is part of the complete predicate in the independent clause. Because it modifies the direct object, this relative clause is part of the complement and part of the complete predicate.

On the other hand, if the dependent clause modifies the subject of the sentence, it is considered to be part of the complete subject.

*The elephant **which performed at the circus** // came from India.*

*Homer Simpson, **who is Bart's father**, // works at a nuclear plant.*

*The waiter **who served us** has worked here for years.*

Dependent clauses can also be used as nouns and can be placed anywhere a noun might be found: subject, direct object, or object of the preposition, predicate nominative.

*The jury believed **that he was innocent**.* (noun clause used as direct object)

*You can give your tickets to **whoever is at the door**.* (object of the preposition)

***Whatever you decide** is alright with me.* (subject)

*This is **what you ordered**.* (predicate nominative)

The relative pronouns *who, whoever* have case just like personal and interrogative pronouns. When used as the subject of a dependent clause, the correct forms are *who* or *whoever*. When used as objects, the correct forms are *whom* or *whomever*.

*The council appointed the candidate **who had the most support**.* (subject of *had*)

*The council appointed **whoever had the most political support**.* (subject of *had*)

*The staff supports the candidate **whom the president chose**.* (object of *chose*)

*The staff supports **whomever the president appoints**.* (object of *appoints*)

To choose the correct pronoun, you have to find out how it is used in its clause:

1. Find the pronoun's clause. (e.g. *who had the most support, whom the president chose*)

2. Substitute a personal pronoun for the relative pronoun.
(e.g. **he** had the most support....if the subjective case fits use “who”;
3. If the clause is turned around, put it in normal order: subject, verb, other elements
(e.g. the president chose whom..... before choosing the pronoun’s case)
the president chose **them**....if the objective case fits use “whom”

Examine these sentences.

Whoever arrives first gets the free tickets.

(“He” arrives first. Use the subjective case *who*)

Whomever they elect will do a good job.

(They elect “him”. Use the objective case *whom*)

We knew who would volunteer.

(“She” would volunteer. Use the subjective case *who*)

We will welcome whomever they send.

(They sent “him”. Use the objective case *whom*)

They talked about who would do the best job.

(“We” would do the best job. Use the objective case.)

Gossips talk to whomever they meet.

(They meet “us”. Use the objective case.)



Exercise 12.1

Look at the portion of each sentence written in *italics*. Tell if the italicized words form a **clause (C)** or a **phrase (P)** by writing the appropriate letter in the blank. **Hint: It may be helpful to find the subjects and verbs first.**

Example: P The library does not open *until ten o'clock*.

1. *During his term in office*, the mayor made many mistakes.
2. The man ran five miles *in thirty minutes*.
3. The car *which was found behind the store* had been abandoned.
4. *After the concert*, fans waited by the stage door.
5. *As a special reward*, we took the children for ice cream.
6. Eventually, *after a long wait*, we boarded the train.
7. Please close the door *when you leave*.
8. *My grandmother was ninety years old* when she made that quilt.
9. *As we sat down to dinner*, the telephone rang.
10. I feel sure that there is no reason *for your anxiety*.
11. *Since Charles has finished his work*, he can go home *before you do*.

12. _____ The workmen *that we hired* washed the walls of *the livingroom*.
13. _____ *Because of the delay*, we will be late for the meeting.
14. _____ Did you know *that those maps cost \$5.00?*
15. _____ Many people believed *that he was a great musician*.

Do the additional sections of Exercise 11 in the Practice Booklet.



IV. TYPES OF SENTENCES*

You have read a lot about sentences in the first pages of this module. You know that a sentence is made up of a subject and a predicate and that it must contain a complete thought. In fact, you have learned most of the parts of the sentence, including independent and dependent clauses. What more is there?

Now that you are familiar with all the bits and pieces of the sentence, you are ready to learn how to put them together in a variety of ways, so that your own writing will be interesting, clear, and correct. In fact, the “real” reason for learning grammar is so that you can use it to write correctly and to develop your own writing style.

A. *FOUR KINDS OF SENTENCES (by purpose)**

When you write sentences, you write them for four different reasons. You may want to ask a question, express a strong emotion, express a command, or simply make a statement.

1. To make a statement, use a *declarative sentence*.
2. To ask a question, use an *interrogative sentence*.
3. To give an order, use an *imperative sentence*.
4. To express surprise, etc, use an *exclamatory sentence*.

1. *DECLARATIVE SENTENCES**

A sentence that makes a statement or states a fact is called a *declarative sentence*. Most written and spoken sentences are *declarative*. The majority of sentences in most stories and essays are declarative. A declarative sentence always ends with a *period* (.).

Margaret's children are living in Alberta.

I would rather not cook tonight.

As the train pulled away, Jemma knew she wouldn't see him again.

2. *INTERROGATIVE SENTENCES**

An *interrogative* sentence asks a question. Such sentences always end with a *question mark* (?).

Did you finish your math assignment?

Are you going to the game tomorrow night?

What time does the movie begin?

You're buying some new clothes, aren't you?

3. *IMPERATIVE SENTENCES**

An *imperative* sentence is used to give an order or a command. A *period* (.)

usually ends an imperative sentence. If you are writing a sentence giving a strong command, the imperative sentence ends with an *exclamation mark (!)*.

Fasten your seat belt please.

Don't drop those glasses!

Tell me all about your new job.

Do your own ironing!

At first glance, an imperative sentence looks like it doesn't have a subject. Because the person speaking the command is obviously talking to someone who is present, the subject is assumed to be *you*. When referring to the subject of an imperative sentence, the correct term is [*you*] *understood*.

4. **EXCLAMATORY SENTENCES***

When you need to express a strong emotion, an *exclamatory* sentence is used. An exclamatory sentence usually ends with an *exclamation mark (!)*.

What a party we had last night!

I can't believe you're late again!

You should see the other car!

Whew, did we ever play hard.



Exercise 13.1

Indicate the kind of sentence (by function). Rewrite the sentence and add the appropriate end punctuation (e.g. ! . ?)

Example: Do you plan to go to the concert tonight

Interrogative: Do you plan to go to the concert tonight?

1. How lucky they were to have won the lottery
2. Please return your books to the library on time
3. Remember to put gas in the car before you bring it back, please
4. Pick a card, any card
5. Are you taking the train or the plane
6. Giselle was born in Lamèque, New Brunswick
7. What a view this is
8. That is fantastic
9. Michael Brown lives on Shaw Boulevard
10. Did you see the new program on Channel 9 yesterday

Complete additional section of Exercise 13 in the Practice Booklet.

B. THREE KINDS OF SENTENCES (by order)*

Sentences can also be classed by the order in which parts of the sentence appear. When writing, it is a good idea to vary the sentence order to make the composition flow

smoothly, to create more interesting sentences, and make the reader go faster or slower depending on what you have decided will make your writing more effective. Sentences can be written using one of three different orders:

1. **Natural order:** complete subject first - followed complete predicate
2. **Inverted order:** complete predicate first - followed by complete subject
3. **Split order:** partial predicate first - followed by complete subject - followed by the remainder of the predicate.

1. **NATURAL ORDER**¹¹*

As the name suggests, most sentences in any piece of writing are arranged in this order. A sentence is in **natural order** if the complete subject comes first and is followed by the complete predicate. (Subject Predicate = **SP**)

The bright red Ferrari with the dented fender // belongs to Mr. Fraser.
Her latest novel, The Wind Always Blows, // sold 25,000 copies.
A great howling wind straight from the Prairies // tore roofs from houses.
The roast // is in the oven.

Sentences in natural order move a story or an essay forward smoothly and comfortably, and readers are usually unaware of anything other than the words unfolding on the page in front of them.

2. **INVERTED ORDER**¹²*

Sentences written in **inverted order** are rare and sound a little awkward. As the name suggests, they are arranged in an order opposite to those in natural order. In an inverted sentence, the complete predicate comes before the complete subject. (Predicate Subject = **PS**)

Down the hill and into the village marched // the long line of refugees.
Above my garden appeared // the most incredible double rainbow.
Under blankets and into cupboards scurried // an army of cockroaches.

¹¹ Some textbooks use the term **loose sentence** to name any sentence where the subject is placed at the beginning.

¹² Some textbooks use the term **periodic sentence** to name any sentence where the subject is presented later in the sentence. Both inverted and split sentences may be classed as periodic sentences.

Just from reading these three samples, you can probably tell that inverted sentences order should be used only occasionally. In general, they slow readers down. This technique builds suspense in a story and keeps the reader guessing as long as possible. Inverted sentences also force readers to look carefully at the words on the page and pay special attention to what the the writer is saying.

3. ***SPLIT ORDER****

Sometimes writers place part of the predicate in front of the subject. This structure adds variety to the writing and helps to make the writing less choppy and monotonous.

Suddenly, chunks of earth started to slide down the side of the mountain.

During the search, the volunteers covered more than 200 miles.

After we heard the crash, we ran towards the sound.

In each example, the subject is not the first element in the sentence. Instead an adverb has been placed first. Notice how these *introductory words* are set off with commas. They serve as a cue to readers that the most important part (subject and verb) of the sentence is coming up. Despite the fact that these words and phrases start the sentence, they are still part of the complete predicate.

*Have the birds **flown** south yet?*

*Did the temperature **rise** above freezing today?*

*How **much should** someone **pay** for a meal like that.*

In sentences that ask questions, the word order is rearranged. As a result, the subject is moved into the sentence and questions words or parts of the verb are placed first. These are also examples of *split sentence structure*.

(Predicate + Subject + Predicate = PSP)



Exercise 15.1

Identify the following sentences according to the order in which the subject and predicate appear.

1. Tanya swam slowly against the strong current in the river.
2. Slowly but surely, the toboggan gained speed.
3. Have you always been interested in archaeology?
4. This first lesson on fractions is a lot harder than the rest.
5. From upstairs, the police heard a loud scratching sound.
6. From the kitchen came the warm spicy smell of baked apples.
7. If you want to do the right thing, listen to your conscience.
8. Because Linda nearly drowned as a child, she has always been afraid of water.
9. Since Wanda changed her study habits, her marks have really improved.
10. Sunday, did your brother who lives in Blackville come for a visit.

Complete the additional section of Exercise 14 in the Practice Booklet.



C. **FOUR KINDS OF SENTENCES (by structure)***

The last way to describe sentences depends on the number and types of clauses it contains. The order in which the clauses appear has no effect on type of sentence.

1. **SIMPLE SENTENCES***

Most of the examples you have seen so far in this module have been *simple sentences*. Simple sentences contain one *independent clause*, that is, a group of words with **one** subject and predicate combination that can stand alone. The subject may be simple or compound, and the predicate may be simple or compound. The following are all examples of simple sentences.

The snow // swirled around her feet. (simple subject & predicate)

The calf // was born in the field behind the barn. (simple subject & simple predicate)

Will // you or Sherri // give me the address? (compound subject & simple predicate)

A man // took the phone and called the police. (simple subject & compound predicate)

Jack and his brother // played music and watched TV.

(Compound subject & compound predicate)

// *Sit down now.* - (The subject is “[You] understood”)

(Simple subject & simple predicate)

2. **COMPOUND SENTENCES***

Read the following *simple sentences*.

Jackie // is eating her lunch at her desk today. (independent clause)

Kim // is going to the cafeteria. (independent clause)

These *two simple sentences* can be combined into one longer sentence by using one of the co-ordinate conjunctions, *and, but, or, nor, for, yet, so* to connect the two independent clauses.

*Jackie is eating her lunch at her desk today, **but** Kim is going to the cafeteria.*

This longer sentence still contains *two independent clauses*. The two original simple sentences are now joined by a co-ordinate conjunction and have become a *compound sentence*. When two, or more, independent clauses are joined by a co-ordinate conjunction, they remain independent clauses, but become **one compound**

sentence¹³.

Notice that when a co-ordinate conjunction joins two independent clauses, the conjunction is always preceded by a comma.

Correlative conjunctions, used in pairs, such as **not only/but also**, **neither(not)/nor**, and **either/or** can also be used to connect two independent clauses and create a *compound sentence*.

Notice that the word order may change a little to accommodate the correlative conjunction.

Not only have I lost my wallet, but also I cannot find my car keys.
Either Lisa will get a job, or she will move to Fredericton.
Not many people liked the plan, nor did they remain silent about it.

Two, or more, simple sentences must be closely related in meaning before they can be joined together to form a compound sentence.

He cooked supper. I washed the dishes.
He cooked supper, and I washed the dishes.

A third kind of conjunction, called a **conjunctive adverb**, can be used to join two simple sentences and create a *compound sentence* consisting of two independent clauses.

The road was covered with black ice; therefore, he hit the ditch.
Olive prepared her speech; meanwhile, Lynn set up the chairs.
The CDs were blaring; moreover, the TV was at top volume.
The wind howled at 80 kph; in addition, the temperature dropped to - 30°.

Whenever a conjunctive adverb is used to join two independent clauses, it is always preceded by a semi-colon and followed by a comma.

Without compound sentences, anyone's writing is boring and monotonous. It

¹³ Very Important! Notice the differences in the following:

John sang. John danced.

John sang, and he danced. (Compound sentence: subject/verb, **conjunction**, subject/verb)

John sang and danced. (Simple sentence; compound predicate **sv**, **conjunction**, **v**)

does not flow because it is full of short, choppy sentences. Read the following paragraph which was written by a learner who used only simple sentences.

It snowed. Classes were cancelled. There was a huge snowdrift blocking my front door. I could not open it. I tried the back door. It was also blocked. I called my father. He owns a snowblower. He lives three houses away. He cleared the snow. I then could open my doors.

The message is understandable, but it sounds boring and choppy. The next example is the same paragraph, rewritten using compound sentences.



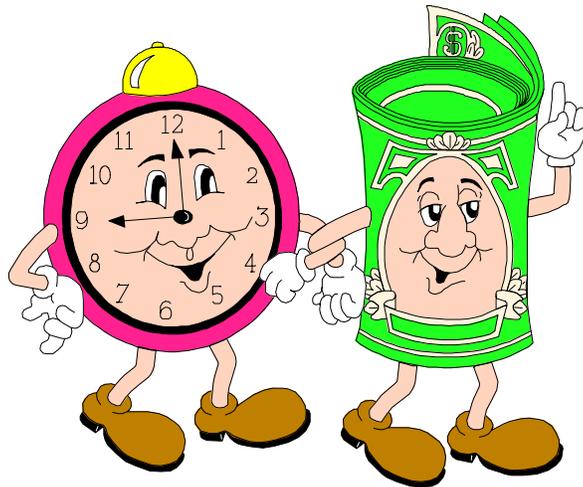
It snowed, and classes were cancelled. There was a huge snow drift blocking my front door, so I could not open it. I tried the back door, but it was also blocked. I called my father. He lives three houses away, and he owns a snowblower. He cleared the snow, and I then could open my doors.

As you can see, the sentences flow better; the writing is smoother, and the story seems more interesting. Not all the sentences were combined. They could have been, but as you will learn in later modules on paragraphs and essays, writing is more interesting with a variety of sentence types - simple sentences, compound sentences and *complex sentences*.

Two, or more, closely related **independent clauses** may be connected with a **co-ordinate conjunction** (sometimes correlative conjunctions or conjunctive adverbs) to form **one** single sentence called a **compound sentence**.

**Exercise 16.1**

- A. Write 10 pairs of simple sentences that are closely related in meaning.
- B. Now combine the pairs to make 10 compound sentences. Use a variety of conjunctions. Also be sure to use the correct punctuation.
- C. Write 10 more compound sentences. Use a variety of conjunctions.



3. COMPLEX SENTENCES

Remember *dependent clauses*? They play a major role in the formation of the third type of sentence; the *complex sentence*.

A sentence that contains one independent clause and one, or more, dependent clauses is called a complex sentence.

INDEPENDENT CLAUSE	DEPENDENT CLAUSE
My friend told me	where he was going to buy his tires.
They will drive you back to work today	if you do not have a ride already.
I believe	that she lost the keys to the car recently.
I am a bit confused	because I lost the map.
We will give the presents to you	if you tell us when John is arriving.
The man in the hat is wearing the shoes	which I gave to the Thrift Store Saturday.

Are you confused? Comparing the three types of sentences, that you have seen so far, may help you understand.

They will drive you to the office.

This is a **SIMPLE SENTENCE**. It has a subject (*they*) and a predicate (*will drive*). It contains one independent clause.

They will wash and wax the car.

This is also a **SIMPLE SENTENCE**. It has a subject (*they*) and a compound predicate (*will wash, wax*) and one independent clause.

They will drive you to the office, after the wash and wax the car.

The two simple sentences have now been joined to form a **COMPOUND SENTENCE** by using , the coordinate conjunction *and*.

They will drive you to the office.

After they wash and wax the car.

Again, a **SIMPLE SENTENCE**.

This group of words is a **dependent clause** because it starts with a **subordinate conjunction**. It does not make sense on its own, as written here.

They will drive you to the office after you take your car for repairs.

The independent clause is combined with dependent clause to form a **COMPLEX SENTENCE**.

After they wash and wax the car, they will drive you back to work.

This is the same sentence, but the order of the clauses has been reversed. Notice that when a dependent clause starts a sentence, a comma follows it. This comma is a sign to the reader that the most important part of the sentence, the independent (principal) clause is about to start.

*Because he is honest, Dr. Iago he told me the truth.
Dr. Iago told me the truth because he is honest.*

*When the highway to Moncton is finished, the toll will be \$7.50.
The toll will be \$7.50 when the highway to Moncton is finished.*

Compare the slight difference in meaning in each of the sentence pairs above and below. The order in which the clauses are written, does make a small difference in meaning, but the order does not change the fact that they are a complex sentences.

Jacob left because he was angry.

Because he was angry, Jacob left.

Now compare the **larger** difference in meaning when information is shifted from a dependent to an independent clause.

When the flood hit, the campers were on high ground.

When the campers were on high ground, the flood hit.

If you go to the doctor, you are sick.

If you are sick, you go to the doctor.

The most important information should always be placed in the independent clause; less important details belong in the dependent clause. As a writer, your job is to decide which information is most important and should go in the independent clause.

Sometimes the wrong ideas are placed in the dependent (subordinate clause).

Would the following sentences work?

When the toll is \$7.50, the highway to Moncton will be finished.

Because the barn burned down, lightning struck.

If you write sentences like these, it is called *faulty subordination* because the most important information appears in the dependent clause.



Exercise 17.1

Indicate which of the following sentences are *simple*, which are *compound*, and which are *complex*.

Hint: You may want to start by placing brackets around the dependent clauses and identifying the type of conjunction.

Example: COMPLEX (After Rita called), Ian phoned for reservations.

1. Many people have a fear of heights, but some can overcome their fear through therapy or hypnosis.
2. It is almost noon, so I would like to have lunch right now.
3. He added the figures, wrote the total, and then passed it over to me.
4. After she completed her adult high school diploma, Sharon applied to the paramedic program.
5. Every Saturday Mark shops for groceries, he cooks a gourmet meal.
6. If you place a piece of the ivy in a pot of water, it will soon sprout.
7. Did they mail the invitations before the post office went on strike.
8. Shannon, Hope, and Doreen have been friends for many years.
9. Although Kay was born in England, she grew up in Quebec.
10. Kyle entered a baking contest, and his cheesecake won first place.

Complete the additional sections of Exercise 16 in the Practice Booklet.



Exercise 18.1

Try these sentences before you proceed. If you are still having difficulty, remember it is your responsibility to ask your instructor for supplementary work or to find some for yourself. A good guideline to remember is that if you correctly answer 80% of the questions, you have probably mastered most of the important concepts.

1. Wait for your mother before you make that decision.
2. The rundown old house on the corner of Centre and Patrick Street was sold yesterday to Mrs. Smith's niece and her husband.
3. We built a snowman, and we went for a sleigh ride.
4. We built a snowman and went for a sleigh ride.
5. We built a snowman before we went on the sleigh ride.
6. Where are the books?
7. As long as the sun was shining, they were on the beach.
8. Honesty is always the best policy.
9. Nighttime on the Miramichi is always beautiful, but you should wear warm clothes.
10. Not only will we buy the package, but also we will subscribe to the magazine.

4. COMPOUND-COMPLEX SENTENCES

The name tells it all. These sentences are a combination of a compound sentence and a complex sentence. They require a minimum of three clauses: ***two independent and one dependent***.

Examine these examples for a fuller understanding.

The black cat stared at me. The dog barked at me. They didn't like me

Join the first two simple sentences with a co-ordinate conjunction. How many clauses are there now? What kind of clauses are they? What conjunction joins them? What kind of sentence have you created?

The black cat stared at me, and the dog barked at me.

The sentence above is compound. Now attach the third sentence to the compound sentence as a dependent clause by adding the subordinate conjunction *because*.

*The black cat stared at me, and the dog barked at me **because they didn't like me**.*

The new sentence is a compound-complex sentence. Compound-complex sentences

can also be formed using relative pronouns.

Examine this sample sentences.

*He chopped the wood, **and** Al piled it **while** they waited for supper.*

*Jason realized **that he was driving too fast**, yet he didn't slow down.*

*He peeled the apples **which he had bought** and he ate them.*

*Our landlady, **who lives downstairs**, gave us some packing boxes, so we thanked her.*

A RECIPE FOR IDENTIFYING SENTENCES (by structure)

Use the following steps to help identify the kind of sentence by structure.

1. Find all the verbs first.
2. Find the subject of each verb.
3. *How many subject/verb combinations did you find? This tells you how many clauses there are in the sentence.*
3. Look for the conjunctions which join each subject/verb combination.
4. Identify the kinds of conjunctions. *Co-ordinate conjunctions, correlative conjunctions and conjunctive adverbs make a compound sentence; subordinate conjunctions and relative pronouns make a complex sentence.*
5. How many of each kind of clause did you find in the sentence.
(2 independent clauses, 1 dependent clause)

Now use this chart

Independent Clauses	Dependent Clauses	Conjunction Type	Type of Sentence
1	none	none	Simple sentence
2 (or more)	none	co-ordinate correlative conjunctive adverb	Compound sentence
1, or more	1 (or more)	subordinate relative pronoun	Complex sentence
2 (or more)	1 (or more)	(see above)	Compound/complex

Here's a sentence to test your understanding: (Check your answers in the footnote.)¹⁴

¹⁴ 6; 6; *who, that, when, but, because*; *relative pronoun, relative pronoun, subordinate conjunction, co-ordinate conjunction, subordinate conjunction*; 2 independent clauses, 4

Ann, who plays the flute, said that she would join the new orchestra when it was formed, but she wouldn't write any music for them because she was too busy.

How many subject/verb combinations are there?

How many clauses are there?

Which conjunctions are used?

What type are they?

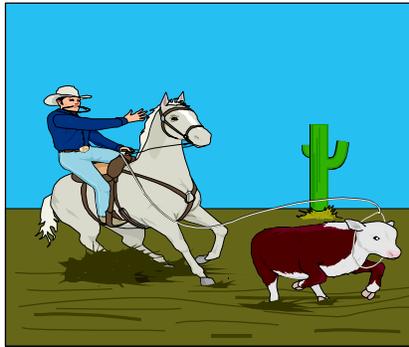
How many independent clauses are there?

How many dependent clauses are there?

What kind of sentence is it?

When the American West was first settled, many of the pioneers bought grazing land, and they raised cattle which they herded and drove to market in places like Abilene, Texas.

What kind of sentence is this?¹⁵



In November of 1869 along the east coast of North America, a combination of very high tides and a severe tropical storm flooded a great many seaside communities.

What kind of sentence is this?¹⁶

Complete Exercise 18 in the Practice Booklet.

V. SENTENCE COMBINING*

A good reason for learning about complete and incomplete sentences, subjects and predicates, as well as sentence types is to help you write correct and

dependent clauses; a compound complex sentence. It is also a declarative sentence written in natural order.

¹⁵ Compound-complex

¹⁶ Simple

interesting material more easily. You now have the knowledge tools to look at every sentence you write and decide whether it is written correctly. As well, you are ready to start consciously composing sentences with a variety of structures so that your writing will be effective and appealing. Good writers create a variety of sentences:

1. *longer simple sentences*
2. *compound sentences, using co-ordinate conjunctions, correlative conjunctions conjunctive adverbs*
3. *complex sentences, using subordinate conjunctions relative pronouns*
4. *compound complex sentences, using a combination of conjunctions*

Professional writers revise their first drafts many times before they are satisfied with their work. Often the revisions consist of combining sentences to make the message as **concise** as possible. Concise writing says as much as possible in as few words as possible.

WRITING BETTER SENTENCES

1. FORMING LONGER SIMPLE SENTENCES*

Two or more simple sentences can be rewritten to form a longer simple sentence, for example:

Todd has a jacket. It is new. It is leather. It is brown.

These four sentences can be combined to make a single simple sentence:

Todd has a new brown leather jacket.

The new sentence is a simple sentence. It consists of **one independent clause**. The extra information contained in the other simple sentences has been added to the first in the form of adjectives. Combining sentences this way packs a lot of information into a few words, and makes your writing more interesting.

Cyndi attends N.B.C.C. She is in the travel counsellor program. She goes to the St. Andrews campus.	Cyndi is in the travel counsellor program at NBCC's St. Andrews campus.
Dale bakes. He bakes bread. He bakes every Sunday. He bakes 10 loaves.	Dale bakes 10 loaves of bread every Sunday.
They left yesterday. They went to Toronto. They are gone for five days.	They left yesterday for five days in Toronto.

Mrs. Pike had a baby. It is a boy.	Mrs. Pike's baby is a boy.
Tim studied hard. He wrote the English exam. He passed.	Tim studied hard, wrote the English exam, and passed.

2. FORMING COMPOUND SENTENCES*

Two or more simple sentences (independent clauses) can also be combined to form a compound sentence. Remember that a compound sentence has two or more simple sentences (independent clauses) joined by a co-ordinate conjunction, correlative conjunctions, or conjunctive adverb. For example:

David went fishing. He caught four fish.

These two sentences can be combined to make a single compound sentence:

David went fishing, and he caught four fish.

The new sentence is a compound sentence because it contains **two independent clauses**. Using compound sentences helps the reader understand the relation between the two ideas. The following table contains more examples.

Slow down. Pay attention. You may have an accident.	Slow down and pay attention, or you may have an accident.
We went swimming. We went to the town pool. We didn't stay long	We went swimming at the town pool, so we didn't stay long.
The movie was dull. The book was fascinating.	The movie was dull, but the book was fascinating.
The bus was nearly full. All of us piled in anyway.	The bus was nearly full, but all of us piled in anyway.
Gerry and Lee bought season tickets. They attended the first game. They went to last game.	Gerry and Lee bought season tickets, yet they attended only the first and the last games.

The independent clauses are joined by a conjunction. In each case, the independent clauses are separated from each other by a **comma (,)** placed in front of the

conjunction¹⁷.

Two sentences can also be joined to form a compound sentence without using either a comma or a conjunction. In special situations, a compound sentence may be formed with the use of a punctuation mark called a *semicolon* (;). The two sentences must be very closely related in meaning.

Some eat to live. Others live to eat. Some eat to live; others live to eat.
Lightning flashed. The cubs meowed. Lightning flashed; the cubs meowed.

These pairs of sentences are very closely related. They could be joined with a comma and a conjunction; however, using a semicolon emphasizes how closely the ideas are related and gives a much stronger sentence.

Think about this example.

I fell down the stairs. I broke my glasses.

These two sentences are not necessarily closely related. If there is no relationship between them, leave them separate. If the two are connected, perhaps as a series of unlucky events or if one is the result of the other, a semi-colon could be used to join them.

I fell down the stairs; I broke my glasses. (compound sentence)

You could also join them with a co-ordinate conjunction. Notice that they are two separate events: one is not necessarily the result of the other.

I fell down the stairs, and I broke my glasses. (compound sentence)

Indeed, you could also join them with a subordinate conjunction. The subordinate conjunction clearly states that one is the result of the other.

I fell down the stairs because I broke my glasses. (complex sentence)

I broke my glasses because I fell down the stairs. (complex sentence)

You can see the meaning of each of these combinations is *slightly* different, depending on which information is placed in the dependent clause.. As the writer, you know exactly what you want to say because the idea originated in your head. It's up to you to decide how to combine these sentences so that they best reflect the message you are trying to send.

I fell down the stairs. The stairs were slippery.

Both of these sentences refer to the same set of stairs, and the relationship between the two is obvious. They can be joined either with a conjunctive adverb or a semicolon.

¹⁷ *Note: Sometimes commas may not be necessary in very short compound sentences. Example: Birds sang and the sun shone.*

The stairs were slippery; therefore, I fell down them. I fell down the stairs; the stairs were slippery.

Conjunctive adverbs, including *however, consequently, therefore, otherwise, nevertheless*, and *hence*, join the independent clauses in a compound sentence and show the relationship between the parts. Notice that a semicolon always comes before the conjunctive adverbs and a comma after it.

Duncan had two strikes; however, he batted a home run on the third pitch.

The weather is hot; therefore, I wore my shorts.

They were late; nevertheless, we waited for them.

Simple sentences (independent clauses) joined by **conjunctive adverbs** form compound sentences. Place a semi-colon before the conjunctive adverb and a comma after it.

Compound sentences place equal importance on the information in both independent clauses. They break the boring rhythm set up in a series of simple sentences. Because they record events in a casual way as they occur to the mind or as they happened in time, they can be very useful in story telling. Compound sentences have the same pace, reality, and dramatic effect as conversations.

3. FORMING COMPLEX SENTENCES

Two, or more, simple sentences can also be combined to form a complex sentence. Remember that a complex sentence has one independent clause and one or more dependent clauses, for example:

David went fishing. He went fishing at the dam. He went fishing at the dam.

These three simple sentences could be combined to make a longer simple sentence.

He caught four fish at the dam.

He went fishing at the dam and caught for fish.

They could also be combined to make a compound sentence:

David went fishing at the dam, and he caught four fish.

David went fishing at the dam, so he caught four fish.

These are all acceptable sentences, but each expresses a slightly different idea.

Now look at another way to combined these same sentences. As well as communicating the ideas, the writer has guided the reader's understanding by

emphasizing the most important information *catching four fish* in the independent clause while inserting the interesting but less important details about where they were caught into a dependent clause.

*David caught four fish **when** he went fishing at the dam.*

The new sentence is a **complex sentence** because it contains **one independent clause** and **one dependent clause**. Catching the fish is the most important idea and so it is placed in the independent clause. The place where he caught the fish is less important, so it is placed in the dependent, or subordinate clause. These two sentences can be joined the other way around, but notice the difference in what is important.

*David went fishing at the dam **where** he caught four fish.*

Another way to join independent clauses uses a relative pronoun like *who*, *which*, or *that*.

The table below gives you some examples to investigate

The car is in front of the house. It is blue.	The car which is in front of the house is blue.
Yvonne was unable to go. She missed the bus.	Yvonne who was unable to go missed the bus.
The man fell beside the bus. He suffered a heart attack.	The man who fell beside the bus suffered a heart attack.
She bought the green coat. The coat matched her shoes.	She bought the green coat which matched her shoes.
The victim had been robbed . I knew the victim personally.	The victim whom I knew personally had been robbed.

Relative pronouns change form depending on how they are used: subjective case (*who*), the objective case (*whom*), the possessive case (*whose*).

*People **who** think only of themselves are self-centred.*

*The Japanese tourists **whom** you met plan a return visit next year.*

*The couple **from whom** we bought the dogs live in Dorchester.*

*Phillip wrote about a man **whose** life was threatened by a mobster.*



Exercise 19.1

Rewrite the sentences in the chart above to change the emphasis.

Complete the additional section of Exercise 19 in the Practice Booklet.



Exercise 20.1

- A Rewrite each of these sentences as two simple sentences. You will have to omit the subordinate conjunction or the relative pronoun.
- B. Then combine the simple sentences you wrote into compound sentences.
1. When the lion roared, everyone ran for cover.
 2. The road is closed because the bridge was washed away.
 3. If you can answer this question, you are smart.
 4. Two tourists discovered the body of an ancient man which had been frozen in a glacier for 5, 000 years.
 5. The Rotary Club raised a lot of money when they held a Duckie Race.
 6. After the Liberals won the election, the Premier appointed his cabinet.
 7. I was nervous even though I knew I could pass the test.
 8. Since Mark has a job, he can pay for his new bike.
 9. While the meat was grilling, the guests played tennis.
 10. After he installed the weather stripping, the electric bill did not decrease.

FORMING COMPOUND COMPLEX SENTENCES

Compound complex sentences require a minimum of three clauses: two independent and one dependent. These kinds of sentences are often found in formal writing, but they can be useful in any circumstance. Compound complex sentences allow writers to pack a lot of detail into one complete thought. As well, the writer controls the reader's understanding by making sure that he/she places importance on the same things the writer does. When well written, these sentences guide the reader effortlessly through several closely related ideas by showing which ideas are of equal importance and which are only extra, less important details.

The independent clauses are joined with co-ordinate conjunctions, correlative conjunctions, or conjunctive adverbs; the dependent clauses are added with subordinate conjunctions or relative pronouns. Compound complex sentences do not have to be long sentences.

The tooth which he pulled was rotten, so now I can chew.

Paul cleared the hurdle which the others had missed, and he won the race.

After Betty got sick, Sue did the shopping and Fran cooked.

The “trick” to writing good complex and compound-complex sentences is knowing all the ideas you want to include before you start, so you can place the most important information in the independent clauses and arrange the lesser details in the dependent clauses.



Exercise 21.1

Combine the following simple sentences into longer more interesting ones. Indicate the type of sentences you created.

- A. Hot dogs lay on the grill. The hot dogs were sizzling. The grill was hot. The grill was red. The hot dogs had black stripes. The stripes were from the grill.
- B. Libby sat in the bathtub. The bathtub was huge. The bathtub was white. Libby was stiff. Libby was sore. Libby had been working. Libby was working in her garden. Libby was reading a book. Libby was enjoying the hot water.

- C. The wind was blowing. The snow was heavy. The snow was wet. The trucks were lined up. The trucks were waiting. The Confederation Bridge was closed to high-sided vehicles. The bridge had been closed for 14 hours. The truckers were impatient. The truckers were cold.
- D. We could see the ambulances. They were coming. They were on the road. The road was narrow. The road was winding. It was a bush road. The road came from Port Walters. We were waiting for the bus. The bus was bringing Laura. Laura is our daughter. Laura has been away for a year. Laura has been at school. The school is in Ontario.
- E. The ship arrived. It was old. It had sails. It was made of wood. It arrived as the sun was setting. It arrived at St. George. It came into the harbour. This happened yesterday.

VI. MAJOR SENTENCE FAULTS*

The second reason for learning about sentence structure is so that writers can avoid three kinds of sentence faults: run-on sentences, comma splices, and sentence fragments. When your writing contains these major sentence faults, readers are often confused about what you are trying to say. As well, major sentence faults make the reader think that the writer's facts may be as faulty as his/her sentence structure. Every piece of writing must, therefore, be proofread to eliminate major sentence faults before it reaches a reader.

1. *RUN-ON SENTENCES**

Run-on sentences are two or more sentences improperly combined. A run-on sentence does not necessarily mean an extra long sentence that goes on and on. Even fairly short sentences may "run-on".

It was hot we went to the beach.

This is a run-on sentence. Notice that there are two complete ideas (2 subject/verb combinations), enough to make two independent clauses, but there is no "joiner" between them. The "run-on" can be corrected in one of three ways.

The first is to divide the group of words into *two separate simple sentences*.

It was hot. We went to the beach.

The second way to correct a “run-on” is to create a *compound sentence* by adding a comma and a conjunction or joining word.

It was hot, and we went to the beach.

or by separating the two independent clauses with a semicolon.

It was hot; we went to the beach.

or by adding a semi-colon, a conjunctive adverb, and a comma.

It was hot; therefore, we went to the beach.

or by using a phrase to make a longer simple sentence.

Because of the heat, we went to the beach.

The third way to correct a run-on sentence is to use a subordinate conjunction (if, although, since, because, etc.) to form a *complex sentence*.

Since it was hot, we went to the beach.

Examples of run-on sentences follow. Think about how you would correct each one.

Betty doesn't like shopping she orders her clothes from the catalogue.

Larry climbed Pike's Peak afterwards he pitched his tent.

They searched their garage they couldn't find the snow shovels.

I did my homework then I went to the mall.

There are several ways to correct these run-on sentence. One way is shown below.

Betty doesn't like shopping; therefore, she orders her clothes from the catalogue.

Larry climbed Pike's Peak. Afterwards, he pitched his tent.

They searched their garage, but they couldn't find the snow shovels.

When I finished my homework, I went to the mall.

There is usually more than one way to correct a “run-on” sentences. As the writer, you know exactly what you want to say, and so it is up to you to create the kind of sentence structure which best carries your meaning.



Exercise 22.1

A. Correct the following run-on sentences to form simple, compound, or complex sentences as required.

Example: Compound Sue joined the band she learned a lot of new music.

Answer: Sue joined the band, and she learned a lot of new music.

1. Simple: The young recruits lined up they lined up on the parade ground.
2. Compound: I like to ride my bicycle I don't seem to have enough spare time.
3. Complex: The boat sank we painted the boat last year.
4. Simple: The car is red the car has a vinyl roof the roof is white.
5. Compound: I do not like Chinese food I do not like Mexican food.
6. Complex: We went swimming then we went for a walk.
7. Compound: After dinner, we went sailing then we went to a movie.
8. Compound: The library was closed on Monday it will be open.
9. Complex: Merle likes his new Ford because it is four wheel drive he can drive on back roads all the time.
10. Complex: The kitten is cute I bought it yesterday.

B. Combine the following sentences as indicated.

Example: He asked me to go for a walk. It was more like a run! (semi-colon)

He asked me to go for a walk; it was more like a run!

1. Do you have a radio? Should I bring one? (co-ordinate conjunction)
2. The principal spoke first. Then the valedictorian gave her address.(subordinate conjunction)
3. Heavy rains halted repairs on our roof. The ceiling is leaking. (co-ordinate conjunction)
4. Lynn saw the movie based on that book. I read the book. (semi-colon)
5. There is a bank close to our house. It is the Friendly Savings Credit Union. (no conjunction)

2. **COMMA SPLICES***

Comma splices are really just a form of run-on sentence. They probably occur when the writer has a sense that a pause is required and inserts a comma. A comma is not, however, strong enough to join two independent clauses. Comma splices can be corrected using any of the methods described to fix run-ons.

The bus was sliding on the ice, it finally ended up in the ditch.

The bus was sliding on the ice, and it finally ended up in the ditch.

The bus was sliding on the ice; it finally ended up in the ditch.

The bus was sliding on the ice; therefore, it finally ended up in the ditch.

The bus finally ended up in the ditch because it was sliding on the ice.

Before it finally ended up in the ditch, the bus was sliding on the ice.

Before the bus ended up in the ditch, it was sliding on the ice.

3. **SENTENCE FRAGMENTS***

Another major sentence fault is called a *sentence fragment*. Some beginning writers think that simply putting a capital at the beginning and period at the end makes a complete sentence. From your work on clauses, you know that a complete sentence (independent clause) requires at least one verb and one subject and must, also express a complete thought. The way to correct sentence faults is to add more information to the sentence, including a subject and verb.

Before the bus arrived.

The fishpond in the backyard.

The train which usually arrives late.

After finishing his homework.

These examples are all sentence fragments. As you read them, you probably felt that some part of the writer's meaning had been left out. The way to correct these is to add the missing information in the form of an independent clause.

Before the bus arrived, they were able to mow the lawn.

The landscape gardener designed the fishpond in the backyard.

The train which usually arrives late was on time today.

After finishing his homework, he went for a walk.

Another way to correct a sentence fragment is to use a conjunction to join the fragment to the sentence which comes before or after it. Can you find the sentence fragment in this short composition. How would you correct it?

The family enjoyed the wonderful summer weather and

often had picnics on the beach. They ate hot dogs and roasted marshmallows. After swimming for hours. They usually fell asleep in the car.

Notice how the sentence fragment *after swimming for hours* can be corrected by joining it to the sentence which follows.

*They ate hot dogs and roasted marshmallows . **After swimming for hours**, they usually fell asleep in the car.*



Exercise 23.1

Some of the following are complete sentences. Some are not. Rewrite those that are sentence fragments or run-on sentences, correcting as necessary. Label the kind of error you have corrected.

Example: *Incorrect: Put those letters on the desk. After they are typed. fragment*

Correct: Put those letters on the desk after they are typed.

Correct: After they are typed, put those letters on the desk.

After those letters are typed, put them on the desk.

1. In spite of the cold which settled into his bones.
2. As soon as the ice melted but before the river flooded.
3. Lately runners have been working harder and harder they want to be ready for the marathon next month.
4. Greta demonstrated the loom, and she wove the fibres into a rug.
5. Intercepting a long pass, John ran forty yards. Before he was tackled.
6. Lex often stays with his mother, then he goes back to Deer Island.
7. The ice cream is melting you should put it in the frig.
8. Life is difficult in the North. Especially in the winter. Food is very expensive then.
9. Our new house is R2000. Keeping our fuel bills low. This is important to us.
10. The Sable Island Gas Pipeline will pass close to our house we should be able to get hooked up quite reasonably. As soon as it is completed.

VII. CONCLUSION

Grammar is not a topic to be learned in isolation or as a separate topic, and it is not something which should be memorized just for the test. Grammar is best learned as you work on your writing! It is a tool that will help you write correctly, make your ideas understandable to your readers, and give you the power to influence people with your words. “The pen is mightier than the sword.”



FEEDBACK PROCESS

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock
100 Broadway Street
Woodstock, NB
E7M 5C5
Attention: Kay Curtis
Tel.: 506-325-4866 Fax.: 506-328-8426

- * In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.

- * For feedback regarding the following items, please use the form below:
 - insufficient explanations;
 - insufficient examples;
 - ambiguity or wordiness of text;
 - relevancy of the provided examples;
 - others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

ACADEMIC STUDIES

ENGLISH

**Practice Booklet and Answer Keys
for**

GRAMMAR: PART II
Parts of the Sentence



WINTER 1999

PRACTICE BOOKLET: Parts of the Sentence

Exercise 1.2

Underline the subject once and the predicate twice. Remember that the subject doesn't always come first in a sentence.

1. Finally, the bus arrived.
2. Generally, we are happy with your work.
3. Suddenly, the tornado hit the trailer park.
4. Usually, we have snow at Christmas.
5. Meanwhile, Hicks finished his report on endangered species.
6. At last, Susan understood the problem.
7. After the accident, Mike walked home.
8. Because of the snow drifts, police closed the main highway.
9. Without any warning, the gas pipeline exploded.
10. Around the corner came the exhausted hikers.

Exercise 1.3

- A. In sentences 1-5 above, identify the part of speech of the first word. Fill in the blanks below.
When the subject is not at the _____ of the sentence, the first word is often an _____.
- B. In sentences 6-10, identify the part of speech of the first word. Fill in the blanks below.
Prepositions are always completed by nouns or pronouns which are called the _____ of the preposition. The group of words starting with a preposition is called _____. When the subject is not at the beginning of the sentence, the first words are sometimes _____.

Exercise 1.4

Sentence 10 in Exercise 1.2 is a special case. Where did you find the subject?

Rewrite the sentence with the subject at the beginning.

Compare the two versions. What difference does the word order make to the effect of the sentence?

Exercise 1.5

- A. Write 5 sentences that begin with adverbs.

- B. Write 5 sentences that begin with prepositional phrases.
- C. Write 3 sentences with the subject placed at the end.

Exercise 1.6

- A. Write a paragraph about a funny event in your life.
- B. Underline the subject of each sentence you wrote.
- C. Underline the predicate (verb) in each sentence you wrote.

Exercise 1.7

Rewrite these sentences in your notebook. Underline the subject once and the predicate (verb) twice.

1. The ghost was played by John Simms.
2. The truck slammed into the brick wall.
3. Her youngest sister is a pilot.
4. My back is stiff from all that exercise.
5. Suddenly, big black clouds appeared on the horizon.
6. Usually, newspaper editorials comment on current issues.
7. Since their graduation, those local businessmen have worked hard.
8. At the end of the course, Jim knew a lot about computers.
9. Are the girls dancing tonight?
10. What do you want?
11. Where are the carrot muffins?
12. Why have you given me these bills?
13. How many of those apples did he eat?
14. When will the passports arrive?
15. Down the steep path shuffled the old man with the cane.

Exercise 2.2

Underline the subject once and the predicate twice. Place brackets around the prepositional phrases.

1. The theatrical agent from New York will speak at the lecture on Tuesday.
2. The Spanish teacher with the most experience is Judd Brown.
3. The new shingles on the roof of the barn were brown.
4. At last, regular deliveries to Quebec can be resumed.
5. Deep snow on all the roads meant no school for a week.
6. Most of those employees should have stayed home.
7. A few of the workers may face charges for vandalism.
8. Several members of our group have failed the test.

9. Every one of the baseball teams must pay an entry fee at the town office.
10. Unfortunately, none of the technicians saw the mistake.
11. Are you going to New Zealand?
12. Did the men at the mine get a bonus?
13. Which is the first day of the week?
14. Have all of the foreign students returned from holidays?
15. Little by little, the highway crews from Fredericton cleared the highway.

Exercise 2.3

- A. Write 10 sentences that contain a subject modified by a prepositional phrase.
- B. Underline the subject and all the words that modify it.

Exercise 3.2

Rewrite all the sentence fragments you found as complete sentences.

Exercise 3.3

- A. Write a paragraph about something you did last summer. Do not worry about grammar as you write the first draft.
- B. Rewrite your paragraph on a separate sheet. Number each sentence you wrote, and write it on a separate line so it looks like an exercise. Underline the subject and verb in each sentence. Make sure that each sentence you wrote is a complete thought and contains a subject and verb. Correct any sentence faults you may have made. This is a good technique to use whenever you are proofreading any written work.

Exercise 4.2

Underline the bare predicate once, the bare predicate twice, and place a double slash between the complete subject and the complete predicate.

1. The bright green delivery truck pulled up at the stop light.
2. The frisky young pup ran down the lane with a bone in its mouth.
3. Her six cats escaped through the open door.
4. Many Brazilian dishes are adapted from Portuguese recipes.
5. The keys for that door have been lost for several years.
6. Lightly, the cool summer breeze tickled the back of his neck.
7. Have you never asked him for a recommendation?
8. Max and his sister have often complained about the bus service.
9. The trout and salmon came up the river earlier than usual.

10. Bacon and eggs were cooking in an old frying pan on the stove.

Exercise 4.3

Underline the bare subject with a single line and the bare predicate with a double line. Place a double slash between the complete subject and the complete predicate.

1. The president of that company and his new secretary will move into that office before the end of the month.
2. Across the boardwalk scurried the diners.
3. After the party, did the young men return to the hotel?
4. How simple yet elegant was the service!
5. Between Shediac and Tidnish, the climate is perfect for tourists.
6. Deep in the heart of the jungle was the fantastic city called Manaus.
7. Several thousand labourers were required for that job.
8. Because of his rescue training, Bill helped the victims from the wreckage.
9. The tiny kitten was just skin and bones after its ordeal.
10. Suddenly, the plane lurched sideways towards to the mountains.

Exercise 5.2

Write 10 sentences of your own. Identify the bare subject and the bare predicate; the complete subject and the complete predicate. How many of your sentences started with a part of the predicate?

Exercise 5.3

Use a phrase from the column on the left and one from the column on the right to form a complete sentence. You will have to add information of your own, including verbs. Do not use any phrase more than once. You may use phrases from either column for a subject.

sixteen cats with yellow eyes
 successful country singers
 during her first visit to Spain
 the hockey arena in Clifton
 the best dessert on the menu
 until last week
 boats
 mink and otter
 fresh bread and butter

the man from the lighthouse
 a kidney-shaped pool
 some dusty old donkeys
 because of the draft
 dry sand and cactus
 several of the stores in the mall
 waves
 slippers and shoes
 Lake Superior

his favourite music

loud shouts and gun shots

Exercise 6.2

For each sentence, tell whether the subject and predicate are simple or compound.

1. They will sing and dance at the party.
2. After six months of hard work, the men and machines finally left the site.
3. Three men and two women shared the lottery prize.
4. Initially, Marlene and the people with her didn't realize their good fortune.
5. Into the dusty square wheezed the old double decker bus.
6. The kids were arranging their toys on the shelf.
7. Bob and Paul have already bought and paid for their cars.
8. You and I should take a holiday and travel to New Orleans in Louisiana.
9. They ate all the food and drank all the juice.
10. Many of the members and a few of their friends contributed to the fund and worked at the auction.

Exercise 6.3

For each sentence, tell whether the subject and predicate are simple or compound.

1. Melissa and her friend wrote a new song for the variety show.
2. The boat dipped and danced in the storm like a cork in a bowl of water.
3. We sat and thought about the problem.
4. Subjects and predicates are sometimes reversed.
5. Steve called his girlfriend and told her about his new invention.
6. Very early in the morning, Ian and John awoke and found their fishing tackle.
7. Have you answered their letter or made the phone call yet?
8. The number of girls in the class is decreasing.
9. We offered our good wishes and best advice.
10. Jill was laughing and crying at the same time.

Exercise 6.4

Identify the bare subject(s) and bare predicate(s) in these sentences.

1. Were they performing or just practising last week?
2. Did Elise buy the computer or just rent it?
3. Elephants, lions, and tigers can be found in most zoos.

4. Our group of supporters in the strike went with us and cheered us on.
5. The sun shone brightly and warmed his sore joints.
6. The car slipped and lurched violently into the ditch.
7. What is the difference between an ogre and a troll?
8. Sap from the maple trees drips into plastic tubing and runs to the boiler house.
9. Something must have fallen and smashed on the tile floor.
10. Do you drive to work or walk?

Exercise 8.2

Find and label the direct and indirect objects in the following sentences.

1. The tiny terrier followed its master along the narrow path.
2. The postman brings our mail at about 10 o'clock every morning.
3. Feed the cat some milk.
4. Please give my sister his share.
5. Jerry thanked the speaker for his lecture on domestic abuse.
6. The clerk handed him a receipt.
7. The television station broadcasts the news at noon.
8. Sheila sent her nieces a card for their birthday.
9. Under the sink, we found a pail and some soap.
10. He willed his extensive library to his two brothers.

Exercise 8.3

Find and label the direct and indirect objects in this exercise.

1. Marg gave the boys some hints about house cleaning.
2. After his fourth accident, Mr. Hale sold his truck to a dealership.
3. Laziness and inattention gave me another year of boredom in Grade 12.
4. The mountain path wound its way into the valley.
5. He is lying on the couch and reading his book.
6. Rain fell steadily for six hours.
7. Floods rage through the town every five or six years.
8. The bus driver hit the brakes before the collision.
9. Friendship is easily lost.
10. The doctor referred me to a specialist.

Exercise 8.4

- A. Find and label the direct and indirect objects in this exercise.
1. Answer the door quickly.
 2. Have you already seen the latest fashions from Montreal?
 3. He strolled slowly past the bus depot.
 4. At last, the sun came out and melted the ice on the roads.
 5. The stray cat meowed pitifully at the back door.
 6. The Byrons moved their new house to the village of Rexton.
 7. The job offered Leo a chance for promotion.
 8. Doug and he continuously asked them questions.
 9. She skated gracefully around him and then stopped suddenly.
 10. Lyle shovelled me a path to the garage.
- B. Make a list of all the adverbs (words and phrases) in this exercise.
- C. What function do the remaining prepositional phrases in these sentences have?

Exercise 9.2

- A. List all the transitive verbs in Exercise 8.4
- B. List all the intransitive verbs in Exercise 8.4
- C. Write a paragraph about returning to school. Underline every action verb you used and tell whether it is transitive or intransitive.
- D. List the direct/indirect objects you used in your paragraph.

Exercise 9.3

Find and record the subjects, verbs, and objects in these sentences.

1. In the streets, crowds of people rioted about the new tax.
2. One acre can contain millions of mosquitoes.
3. Would you like a picnic in the park this afternoon?
4. On sunny days, the trainers exercise the horses in that field.
5. With tears in her eyes, Jessica handed her resignation to her boss.
6. The school awarded me a scholarship for next year.
7. Are you lending him the money for that trip?
8. Jeremy played basketball until midnight.
9. None of the Scouts remembered his rubber boots.
10. Because of the severe storm, the Coast Guard withdrew its fleet of ships.

Exercise 10.2

Identify and label the predicate adjectives and predicate nominatives.

1. That bundle of fabric is really a tent.
2. Martin is a real hero.
3. Most stores were busy over the holidays.
4. Julie was a very intellectual woman.
5. Liz and Molly can be very helpful in situations like this.
6. The wooden bridge had been unsafe for years.
7. Ms. Lane became their most successful designer.
8. Stew smells good on a cold winter night.
9. My grandmother is the bravest pilot on earth!
10. After dinner, Gene felt really sick and dizzy.

Exercise 10.3

Continue practising identifying predicate nominatives and predicate adjectives.

1. Television violence is a dangerous influence on young children.
2. You must be absolutely sure of your facts.
3. The music at the concert sounded really good.
4. Her work seems less interesting these days.
5. After years of hard work, Ivan became an accountant.
6. That suit in the window at Jones' looks expensive.
7. Are you my brother's supervisor?
8. The train was six hours late.
9. It must have been difficult for you.
10. Heather grew angrier with every passing minute.

Exercise 10.4

A. The following sentences contain action or linking verbs. Find and label their complements as direct object, indirect object, predicate nominative, or predicate adjective.

1. The continuous loud music is a nuisance.
2. He developed a deep hatred for all poachers.
3. Her poetry might be too personal.
4. A team of experts will be writing that report.
5. Your continued support will help the campaign.
6. Have you sent them their receipt for their donation yet?
7. The pen is mightier than the sword.

8. Their trial has been postponed for three months.
9. The waiter served them their coffee in huge mugs.
10. That pine tree grew fifty centimetres this year.
- B. Label the verb in each sentence as transitive, intransitive, or linking.
- C. Write a rule concerning indirect objects.
- D. Write a rule concerning predicate nominatives.
- E. Find 10 adverbs (words or phrases) in the last three exercises.
- F. Find 10 adjectives (words or phrases) in the last three exercises. Do not include predicate adjectives in your list.

Exercise 10.5

Use your knowledge of complements and case to select the correct pronouns.

1. Jim and (I, me) worked as lifeguards last summer.
2. Will they call Jim and (he, him) about that job?
3. (Who's, Whose) homework did Laura copy?
4. (Who, Whom) did the police interview?
5. I have never told anyone this, but it is (I, me) (who, whom) the auditors accused of theft.
6. You should order (them, those) oysters today because (their, they're) fresh.
7. It was (she, her) (who, whom) taught Bill and (he, him) how to swim.
8. From (who, whom, whose, who's) did you hear that gossip?
9. (We, Us) and the managers want to welcome you.
10. I am sure (you're, your) the one (who, whom) they will choose.

Exercise 12.2

Underline the independent clauses and put round brackets () around the dependent clauses.

1. Farmers cut their hay in early July when the weather is dry.
2. Students usually do well if they attend all their classes.
3. Students can eat lunch here in the cafeteria or on the lawn.
4. Because of the heavy rain last week, the creeks flooded.
5. Because it rained a lot last week, the creeks flooded.
6. Luckily, we can catch the first train if we hurry.
7. Although Tim wasn't very hungry, he ordered bacon and eggs.
8. We left the harbour after the fleet arrived.
9. Before you try this recipe, you should see if you have enough sugar.
10. You will have to go to the bank soon since you do not have enough cash.

Exercise 12.3

In the sentences below, you will find some dependent clauses embedded in the middle of independent clauses. Place brackets () around the dependent clauses.

Example The man (who won the race) is my uncle.

1. The bread which she baked yesterday is already stale.
2. The magazines that are on the table belong to the library.
3. I know the man who is replacing Joe on the hockey team.
4. The teacher whom I most admire is Sheila McRae.
5. Finally, the technician who had made the mistake agreed to make the repairs.
6. Despite his appearance, I know that he is innocent.
7. Foolishly, we believed that everyone would tell the truth.
8. The old Smith house, which is on Main Street, will be torn down next week.
10. The steaks in the refrigerator are the ones that Carla gave me last week.
11. He still cannot reach the books which are on the top shelf.
12. Use the plastic glasses which are on the counter.
13. The truck that flipped over contained hydrogen which is highly flammable.
14. Jessie is a potter who wins awards for her creative designs.
15. That shirt that you just bought is made of cotton.

Exercise 12.4

Provide the following information about each sentence.

- A) independent clause
 - B) dependent clause
 - C) conjunctions that introduce dependent clauses and their type
 - D) Does the dependent clause belong in the subject or the predicate?
1. Franz Mesmer who developed hypnotism practised in Vienna.
 2. The gardener always planted flowers which grew well in the shade.
 3. She will never do well because her negative attitude interferes with her progress.
 4. Snow drooped from the branches which overhung the road.
 5. While Pat ate his supper, he listened to his new Cds.
 6. You can use the Nautilus machine after you are finished with the weights.
 7. Jill and Emma will stay at the club until you get there.
 8. You can't drive if your licence has been suspended.
 9. Although it was unfair, he agreed because he didn't want any trouble.
 10. The star whose life was threatened by a stalker was interviewed on TV.

Exercise 12.5

Underline the independent clauses, and place brackets around the dependent clauses. Record and label all the conjunctions.

1. When you find a sentence fragment, correct it by adding an independent clause.
2. Please shut the door behind you because it is cold outside.
3. You shouldn't worry about grammar until you have finished your first draft.
4. After they registered for swimming, they changed their minds because it was too far to walk home with wet hair.
5. He hired John even though he didn't have any letters of reference.
6. If you want a new car, you should save the money first.
7. The personnel department always hires people who can write well
8. Dependent clauses which modify verbs are called adverb clauses.
9. They cancelled their road trip when the radio broadcast a heavy snowfall warning.
10. Although no one was hurt, the police closed the highway because of the drifting snow.

Exercise 12.6

Put brackets around the noun clauses and indicate whether they are used as subjects, objects, or objects of the preposition.

1. He knew that it was too late.
2. Whoever found the money should give it back.
3. We will give the reward to whoever wins.
4. What makes this really frustrating is his stubbornness.
5. That he cheated was clear to everyone.
6. The adjustor saw that the car was beyond repair.
7. Her greatest challenge was that her clients were often lazy.
8. The group talked about what they should do next.
9. Jon believes that the Miller house is haunted.
10. What I really want is a good job.
11. A good feature of this car is that you don't need a key to unlock the door.
12. Do you know what a blind date is?
13. Have you heard who was elected?
14. Whoever wins the sports car is really lucky.
15. He will answer to the court for what he has done.
16. The taxes on whatever he earns should be quite low.

17. Everyone agreed that it was very hot yesterday.
18. That I was truly shocked became quite obvious.
19. Sam told us who had gone to the mall with him.
20. The buses for whom we were waiting finally showed up at six.

Exercise 12.7

Place brackets around the dependent clauses. Indicate whether they are being used as adjectives, adverbs, or nouns.

1. The people whom I most admire are those who do benefit concerts.
2. Since I missed the bus, I will have to walk home.
3. They finally found a house which they could afford.
4. The announcer said that the snow would turn to rain later in the day.
5. When he first heard of the contest, he didn't think that he had a chance.
6. I found the gloves that I lost in the bus depot.
7. Because it was he who made the complaint, the supervisor called him.
8. Lucy would make more progress if she did more work at home.
9. The couple returned some of the wedding gifts they had received.
10. Fragments of glass were embedded in the wall after the patio door smashed.

Exercise 13.2

Identify the following sentences according to purpose. Insert the correct punctuation.

1. Which plants appeal to you most
2. How I hate aerobics
3. I would rather read, but I will mow the grass
4. Please do not drive on the grass next to the house
5. What an enormous icicle
6. Do you understand their system
7. While you were dancing, did you notice your friends in the corner
8. To whom should this cartoon be mailed
9. Really, how rude can you be
10. Olga should resign because she is incompetent.

Exercise 14.2

Identify these sentences by their order.

1. One of my hobbies is the restoration of old furniture.
2. During the summer, we go to the beach almost every day.

3. Has the group from the Manitoba arrived yet?
4. On the top of her head perched a pair of wire rimmed spectacles.
5. An essay without errors requires many revisions.
6. Under the verandah, the children built a little city with roads and bridges.
7. Change your attitude or lose your job!
8. Since you are so tired, go to bed.
9. The cats roamed the garden and eventually got rid of all the moles.
10. Where did you find that old diary?

Exercise 15.2

Identify the following sentences by structure.

1. You can take the short cut, or you can stay on the main road.
2. The smell of fresh bread drew me through the kitchen door like a magnet.
3. I wanted hockey tickets, but I didn't have the money.
4. I want your report tomorrow; furthermore, I want it typed.
5. Although he was tired, he spent time with his family.
6. When you buy plane tickets, always check the date.
7. A high wind rocked the old house until it creaked like a ship in a heavy sea.
8. Because Pam has worked hard, she will do well.
9. Wood stoves give a wonderful heat, but they require a lot of work.
10. Her desk was cluttered, yet she could always find things.

Exercise 15.3

Identify and label the conjunctions. Identify the sentences by structure.

1. Down the street trudged the young man who lived next door.
2. He was usually enthusiastic, yet he rarely completed a single job.
3. Her first reaction to the problem was complete confusion.
4. Either you stay, or you leave.
5. Although many liked his work, few could afford his prices.
6. Even though I am scared, I will still try it.
7. His house is old, but it is always clean.
8. The apples in the orchard were blown to the ground by the high winds last fall.
9. His chances for promotion are very small because he is often sick.
10. Before long, he became lonely, so he decided to return.

Exercise 16.4

Identify the sentences by structure.

1. The members of the hunting club decided that they would meet in October.
2. Where are all the coupons which I gave you?
3. What are you doing with all the furniture from your mother's house?
4. Generally, he arrives early, but today he will be late.
5. Not only is he rude, but also he is impatient.
6. Her mind was blank; her essay remained unwritten.
7. I will meet you at the corner after you have finished your shopping.
8. He doesn't know whether he will be first or second.
9. Listen to her opinions, and you might learn something.
10. The giant moose stood quietly in the swamp and munched on water lilies.

Exercise 18.1

A. Identify these sentences by structure.

1. Who bought that dress which was on sale?
2. Please forward my mail after I move, so I can pay my bills
3. After you finish this course, will you look for a job?
4. Dad was so busy that he forgot the doctor's appointment which you made for him last month.
5. The raffle prizes which were donated raised \$600, but that's still not enough.
6. Because of her boyfriend's enthusiasm, her interest in hockey is growing.
7. Under a locked cabinet in the kitchen is a good place for cleaning products.
8. Quickly, the children formed a circle and began their exercises.
9. What did you do with the books that I bought yesterday?
10. When you return, call me and give me the address.

B. Identify each of the sentences above by purpose.

C. Identify each of the sentences above by order.

Exercise 18.2

Identify these sentences by structure.

1. When the moon rises, bats fly and frogs sing.
2. The cab driver who usually takes me was sick, so his brother replaced him.
3. Did Marg quit, or was she fired?
4. I called his number, but no one was home.
5. She planted tulips, but they didn't grow because the soil was too hard.

3. Has the group from the Manitoba arrived yet?
4. On the top of her head perched a pair of wire rimmed spectacles.
5. An essay without errors requires many revisions.
6. Under the verandah, the children built a little city with roads and bridges.
7. Change your attitude or lose your job!
8. Since you are so tired, go to bed.
9. The cats roamed the garden and eventually got rid of all the moles.
10. Where did you find that old diary?

Exercise 16.2

Identify the following sentences by structure.

1. You can take the short cut, or you can stay on the main road.
2. The smell of fresh bread drew me through the kitchen door like a magnet.
3. I wanted hockey tickets, but I didn't have the money.
4. I want your report tomorrow; furthermore, I want it typed.
5. Although he was tired, he spent time with his family.
6. When you buy plane tickets, always check the date.
7. A high wind rocked the old house until it creaked like a ship in a heavy sea.
8. Because Pam has worked hard, she will do well.
9. Wood stoves give a wonderful heat, but they require a lot of work.
10. Her desk was cluttered, yet she could always find things.

Exercise 15.3

Identify and label the conjunctions. Identify the sentences by structure.

1. Down the street trudged the young man who lived next door.
2. He was usually enthusiastic, yet he rarely completed a single job.
3. Her first reaction to the problem was complete confusion.
4. Either you stay, or you leave.
5. Although many liked his work, few could afford his prices.
6. Even though I am scared, I will still try it.
7. His house is old, but it is always clean.
8. The apples in the orchard were blown to the ground by the high winds last fall.
9. His chances for promotion are very small because he is often sick.
10. Before long, he became lonely, so he decided to return.

9. Lynn bought a painting. She bought it at an auction. The auction took place in Edmonton. Lynn liked the painting. The painting was a watercolour. It cost \$500. Lynn didn't have enough cash. Lynn had to go to the bank machine.
10. There were loud voices. There was laughter. The hall was full. The people were teenagers. The teens were waiting. They had been there a long time. The concert would start soon. It was a rock concert.

Exercise 22.2

Some of the following contain major sentence faults. Label the fault and then write a corrected version.

1. Since the last time we saw you
2. His voice sounded nervous his hands were sweaty
3. Long after the tournament, they were still discussing the referee's bad calls.
4. Donna was reading the catalogue it arrived yesterday.
5. Something had gone wrong, they didn't know what it was.
6. Sometime after midnight when the snow storm was at its worst.
7. Because he was a kind and gentle person who liked children
8. We are going to Montreal next week we will call you.
9. The man in the green raincoat who sat on the corner
10. The medicine was working, she went to the office yesterday.

Exercise 23.2

Label the major sentence faults. Rewrite the sentences correctly.

1. All the material in the storeroom must be inventoried before the end of the month the new supervisor is arriving then.
2. The horse which had escaped from the pasture.
3. Shortly after she fell.
4. It was a long way to the mall, they got there at 2 o'clock and shopped until 6 o'clock then they drove home.
5. Her arms were stiff and sore, she had done too much exercise.
6. When I am finished and when you are ready.
7. Because of the loud noise
8. They never bring enough food, we always have to share ours.
9. They invited us to join them at the lake. After the barbecue was over. We went swimming in the river.

10. We returned to the station there we discovered our lost luggage on the back of the baggage cart.

REVIEW EXERCISES

Before attempting the IAU pre-test, complete the review exercises below. Calculate your score for each section. If you receive less than 80%, you should return to that section of the module and do more work.

Section One: Subjects and Predicates

- A. Use a slash (/) to separate the complete subject from the complete predicate.
 B. Underline the bare subject once and the bare predicate twice.
 C. For each subject and predicate you indicated, indicate whether it is simple or compound.
1. The old porch on the back of our house is rotten and needs to be pulled down.
 2. Where did you find that present?
 3. After the birthday party, everyone went to the movies.
 4. John and Sue are building a new house out in the country.
 5. The men with the proper credentials were interviewed yesterday.
 6. The members of the Rotary Club raised money and donated it to charity.
 7. The old, yellow dog crawled under the porch and growled quietly.
 8. Mark and his older brother entered the house and crept down the stairs to the basement.
 9. During the recent thunderstorm, the the rain poured down and flooded the golf course.
 10. It was a short, but profitable trip.

SCORE:	subject/predicate	/13	
	bare subject	/12	
	bare predicate	/15	(you must have the complete verb)
	simple/compound	/20	
	TOTAL	/60	(48/56 TO CONTINUE)

Section 2: Complements

Identify and label all the complements (direct object, indirect object, predicate nominative, predicate adjective).

1. My Aunt Sarah sent John a beautiful card for his graduation.
2. Give me your answer as soon as you can.
3. The wind is strongest at night.
4. Fritz is the man for the job.
5. He put the fish in the refrigerator.
6. Night is always darkest before the dawn.
7. The pie cooling on the window sill smells wonderful.
8. The personnel department sent every candidate a letter of acknowledgement.
9. Have you ever given them money?
10. Sue bought the roast yesterday, and she cooked it today.

SCORE: /30 (ONE MARK FOR IDENTIFICATION AND ONE
MARK FOR CORRECTLY NAMING THE
COMPLEMENT.) 24/30 TO CONTINUE

Section 3: Phrases and Clauses

Circle the prepositional phrases. Underline each independent clause. Place round brackets () around the dependent clauses.

1. Peggy watered the flowers next to the house because it had not rained for a month.
2. That mark on the table was caused by Sue when she set a wet glass there..
3. Although he was sick, he still came to school during the week.
4. Either Mary will sell her car, or John will find a new job.
5. The whale which beached itself near Salmon Cove is now swimming free.
6. Mark worked hard on his project, but he didn't get a good mark.
7. Wash the dishes before you go to the arena.
8. About 9:15 p.m., the students will arrive for their class which starts at 9:30 p.m.
9. The novel by Jenkins Smith is not available in our bookstore yet.
10. The coast of France was a grey pencil line on the horizon.

SCORE:	PHRASES	/14
	INDEPENDENT CLAUSES	/12
	DEPENDENT CLAUSES	/6
TOTAL		/32 (26/32 TO CONTINUE)

Section 4: Types of Sentences (by structure)

Use the sentences in Section 3. Identify the sentence type (simple, compound, complex).

SCORE: /10 (8/10 TO CONTINUE)

Section 5: Types of Sentences (by function)

Label the sentences below according to their function (declarative, imperative, interrogative, exclamatory).

1. The members of our committee voted to support them.
2. What a marvellous day.
3. Suddenly, he shouted, "Stop that!"
4. Please give my donation to the registrar.
5. Did the women receive all the support they needed?
6. Finally, after much thought he decided to agree with them.
7. During the funeral, someone stole their purses out of the car.

Score: /7 (6/7 TO CONTINUE)

Section 6: Correcting sentence faults.

Some of the sentences below contain errors in sentence structure. Correct and rewrite the ones that have mistakes. Leave the others as they are.

1. Carry the boxes out to the garage.
2. If I had heard that you were leaving.
3. This course is difficult I refuse to give up.
4. Trying to keep his money safe.
5. Individuals can help to preserve the forests.
6. Keep to the right.
7. We think of apples as food for people animals like apples too.
8. Was beginning to understand math.
9. This food tastes terrible, usually I like to eat here.
10. Scott turning his head toward the window.

SCORE: /10 (8/10 TO CONTINUE)

Section 7: Finding and correcting mistakes.

Read the following passage. It contains mechanical errors. It also needs more sentence variety.

Rob and me were just setting out on our summer vacation. We walked to the highway to find us a ride to somewheres more funner then this dull place. You just dont know how boring this place is. We stood there. Rob looked at me. The cars did't stop. We were discouraged. You know that feel when you need a ride. After standing their for two hours. An old car pulled over. We got in. The old guy told Rob and I to put our stuff in the back, we saw the trunk was full of big boxes and old beat up suitcases. We wondered what was in them. Then each of us got in their own side of the car. The guy sang alot. His voice was pretty good. He sang only old songs like from the 50s and 60s. The sound of his songs were really great. Rob and me we started to sing to. By that time we had driven two or three hours. We kind of liked the old guy. He bought us lunch and I seen he had a big roll of bills in his pocket. What a pile of money. He was real rich, I guess, I never done anything in my life to have that kind of money. When we finally got near to Montreal, he started to talk about his house and how much he missed his german shepherd dog and how he didn't like to talk german to him. The closer we got to Montreal the more crazy he sounded. Finally, we got out of the car at a stoplight and the

guy said goodbye and that we should come to visit him sometime. Then Rob and me we walked down the road, suddenly Rob said hey you know that guy all the way along I been thinking he looked like someone. I think we just hitched a ride with Elvis. We didn't know his address.

BAUENG PRE-TEST

1. Separate the complete predicate from the complete subject with a double slash. (//)
 - a. Most people speed along the highway at 110 kph and never look at anything.
 - b. Those gates open into a beautiful rose garden.
 - c. Family time and physical fitness are important for John and Bev.
 - d. The number of home computers rose sharply last year.
 - e. During the winter, the smell of wood smoke fills the air.
 - f. A few of them have been using the Internet and learning about computers.
 - g. Have the captain and the crew of the fishing boat been rescued?
 - h. After many long hours of work, the house was ready.
 - i. Neither the Chief of Police or his staff would make a statement.
 - j. Because of the fog and ice, the plane will be delayed.
2. For each sentence above, write the bare subject and bare predicate.
3. Write the bare subject and bare predicate for each sentence below.
 - a. In the distance, the guide spotted a black bear and her cub.
 - b. Matt and his wife bought a new TV.
 - c. Did the pilots and their passengers wait long?
 - d. Volunteers at the centre serve lunches and sort clothes.
 - e. Max hasn't seen or talked to them in months.
 - f. Give the children their presents now.
 - g. Ice and snow covered the roads and made travel difficult.
4. For each subject and predicate indicate whether it is simple or compound.
5. Select the correct word.
 - a. Each of the men (is, are) ready for work.
 - b. Everyone on the bus (has, have) checked (his, her, his/her, their) bags.
 - c. (Do, Does) the cattle graze there regularly?
 - d. There (has, have) been six robberies here lately.
 - e. All of the boats (was, were) painted white.
 - f. We (was, were) happy to hear the news.

6. Identify these sentences according to their purpose.
 - a. Where is that paper published?
 - b. Please send me your new catalogue.
 - c. Wow, what great big eyes!
 - d. Lately, we've been reading the Times Transcript.
 - e. Did the officer give you a speeding ticket?
 - f. Stop that right now!
 - g. Are you discouraged?
 - h. The rain swept across the prairies in grey sheets.
7. Write three simple sentences.
8. Write three compound sentences.
9. The following story contains several major sentence faults. Use the sentence numbers to identify those with errors. Label each kind of error you find. Rewrite the sentences you corrected.

(1) The night was dark and stormy. (2) Even though the weather was supposed to get worse. (3) Eric knew that he had to get there before the big event. (4) So he just kept driving. (5) Tall trees thrashed wildly in the wind, and the strongest gusts almost pushed the little car off the road. (6) On one sharp curve, he almost lost control, then he pulled the wheel and was back on the road again. (7) As the lightning flashed and the thunder roared, he was a glow in the sky. (8) He was nearly home with only a short distance of winding road ahead he started to relax. (9) Would he make it in time? (10) A loud pop startled him. (11) The car slid and headed for the side of the road. (12) Into the ditch and out again rushed the little Neon. (13) Thankfully, he was right side up, but the blow out would mean changing the tire in the pouring rain. (14) He sighed then opened the trunk and took out the spare tire. (15) He would obviously miss the season's premiere of Home Improvement.
10. Write a story of your own. Be sure to proofread it carefully to make sure you have eliminated any sentence faults.

IAUENG PRE-TEST

1. Use a double slash (//) to separate the complete subject from the complete predicate.
 - a. Jessie is going to Alberta for Christmas and will stay for a week.
 - b. Do you know the capital of Manitoba?
 - c. Her sons and daughters gathered for the celebration and wished her luck.
 - d. Dictionaries and grammar handbooks are essential tools for all writers and are usually quite inexpensive.
 - e. On the marsh near the shore grew wild marigolds and lilies.
 - f. Brad and Holly gave Sonia the money she had won.
 - g. Video lottery terminals are dangerous for those with addictive personalities and should be banned.
 - h. Teachers who work in primary schools have long hours but usually enjoy their jobs.
 - i. Because they disagree, the mayor and council will either delay the decision or drop the whole matter.
 - j. Before the start of the program, will you be available for advice.

2. Using the sentence in question # 1, record the bare subject and the bare predicate of each sentence. Label them as simple or compound.

3. Using the sentences in question # 1, supply the grammar name for each of words below and indicate how each is used.

capital	Sonia	who	decision
tools	money	but	available
writers	dangerous	because	neither

4. Explain the terms *transitive* and *intransitive verbs*. Find two examples of each in question # 1.

5. List the linking verbs in the sentences below.
 - a. Ned quickly grew impatient and called the head of the department.
 - b. Can skunks smell roses?
 - c. The lighthouse on Black Point sounds its fog horn every 3 minutes.
 - d. We never believed him because of his past history.

- e. The counsellor at school is usually a very good listener.
 - f. Conflict resolution always requires patience and compromise.
 - g. This new detergent from Environcomp smells country fresh.
 - h. Val seemed quite sick during the exams last week.
 - i. The plows cleared the streets in our area regularly since last week's storm.
 - j. The vet felt the dog's ribs carefully for signs of injury.
6. List all the adverbs and adverb phrases in the sentences in question # 5.
 7. List all the adjective phrases in question # 5. Indicate which word(s) each modifies.
 8. Place brackets around all the dependent clauses below.
 - a. Until he completes the course, he can't be licensed, so he can't drive.
 - b. Whoever reads 20 books before June gets a certificate.
 - c. The agent told us that the train would cost \$75.
 - d. The plate you broke was an antique; however I found a replacement.
 - e. Gardens bring pleasure to whoever works in them.
 - f. If you choose, you can learn anything that you want.
 - g. The couple whom he just introduced to you are newcomers to Hartland.
 - h. Correct and effective writing is always important because companies need workers who can communicate clearly.
 - i. Martha's mother, who lives in Dorchester, learned that her ancestors came originally from Maine.
 - j. Anyone who works deserves a pay cheque that will cover his/her daily living expenses.
 9. After each clause you found in question # 8, identify whether it is used as an adjective, adverb, or noun.
 10. List and name all the conjunctions in question # 8.
 11. Write one sentence to demonstrate each of the following sentence types. declarative, interrogative, imperative, exclamatory, natural, inverted, split, simple, compound, complex, compound-complex. (A total of 11 sentences.)

12. Each sentence below contains a grammar error. Correct each sentence and rewrite a corrected version of the sentence. Explain the mistake in your own words.
- a. Which one of them is prettier than me?
 - b. Because he was usually on time and was always ready for anything.
 - c. Everyone felt sadly about her accident.
 - d. We emptied the pail in a corner we found an old dusty box.
 - e. Although you slowed it's progress, the virus is still active.
 - f. The frightened horse reared, then it raced across the pasture.
 - g. Give my concert tickets to whomever can go.
 - h. Could Laura and me join your group?
 - i. Each of the visitors who missed the show were really disappointed.
 - j. We hired a man who could repair radiators occasionally.
13. Write a short composition (about 7-8 sentences). Your work will be marked for correct grammar and sentence variety.

ANSWER KEY: Parts of the Sentence**Exercise 1.1**

Subject	Predicate (Verb)
1. Doug	Drove
2. lightning	struck
3. sentence	contains
4. merchant	bought
5. Marc	is
6. Sheila	is painting
7. John, Angela	believed
8. students	walked
9. singers	had
10. house	was built
11. You	should be
12. Jenny, sister	have seen
13. you	did file
14. mower (or lawn mower)	had cut
15. bus (or school bus)	was

Exercise 1.2

1. bus	arrived
2. we	are
3. tornado	hit
4. we	have
5. Hicks	finished
6. Susan	understood
7. Mike	walked
8. police	closed
9. pipeline (gas pipeline)	exploded
10. hikers	came

Exercise 1.3

D. 1-5 adverb	beginning.....adverb
E. 6-10 preposition	objects.....prepositional phrase.....prepositional (adverb) phrases

* #5...*meanwhile* is not a conjunction in this sentence. See Page 22 in module.

Exercise 1.4

The word order is reversed, so the subject is at the end.

Answers may vary.

Writers occasionally choose to structure sentences like this because they want to create a special reaction in the reader. These “backwards” sentences (properly called inverted sentences) make the reader slow down and, in this case, puts emphasis on the route the hikers followed.. They also help create suspense, so you will often find them at the most exciting part of a story.

Exercise 1.5

Answers will vary.

Exercise 1.6

Answers will vary.

Exercise 1.7**Subject**

1. ghost
2. truck
3. sister
4. back
5. clouds
6. editorials*
7. business men
8. Jim
9. girls
10. you
11. muffins**
12. you
13. he
14. passports
15. man

Predicate

- was played
- slammed
- is
- is
- appeared
- comment
- have worked
- knew
- are dancing
- do want
- are
- have given
- did eat
- will arrive
- shuffled

* newspaper editorials

** carrot muffins

Exercise 2.1

	Subject	Phrase	Predicate
1.	chief	of that department	issued
2.	smell	of lilacs, in spring	is
3.	box	on the table	is
4.	Each	of his friends	expressed
5.	Circumstances	beyond our control	forced
6.	dishes	in the sink	are
7.	sounds	from the mill	have gotten
8.	one	of their attempts	had failed
9.	man	on the roof	did finish
10.	parcel	from the West Indies	has arrived

Other prepositional phrases: 3. of apples 7. during the years
9. before lunch

Exercise 2.2

	Subject	Phrase	Verb
1.	agent	from New York at the lecture on Tuesday	will speak
2.	teacher	with the most experience	is
3.	shingles	on the roof of the barn	were
4.	deliveries	to Quebec at last	can be resumed
5.	snow	on all the roads for a week	meant
6.	Most	of the employees	should have stayed
7.	few	of the workers for vandalism	may face
8.	members	of our group	have failed
9.	one	of the baseball teams at the town office	must pay
10.	none	of the technicians	saw
11.	you	to New Zealand	are going
12.	men	at the mine	get

12. Seashells // littered the beach.
13. Stars // twinkled brightly in the sky.
14. An experienced pilot // landed the plane in the fog.
15. Sandy's class // discussed energy conservation last spring.

Exercise 4.2

1. The bright green delivery truck // pulled up at the stop light.
2. The frisky young pup // ran down the lane with a bone in its mouth.
3. Her six cats // escaped through the open door.
4. Many Brazilian dishes // are adapted from Portuguese recipes.
5. The keys for that door // have been lost for several years.
6. Lightly, the cool summer breeze // tickled the back of his neck.
7. Have // you // never asked him for a recommendation?
8. Max and his sister // have often complained about the bus service.
9. The trout and salmon // came up the river earlier than usual.
10. Bacon and eggs // were cooking in an old frying pan on the stove.

Exercise 4.3

1. The president of that company and his new secretary // will move into that office before the end of the month.
(Bare Subject - president, secretary; Bare Predicate - will move)
2. Across the boardwalk // scurried the diners.
(Bare Subject - diners; Bare Predicate - scurried)
3. After the party, did // the young men // return to the hotel?
(Bare Subject - men; Bare Predicate - did return)
4. How simple yet elegant was // the service!
(Bare Subject - service; Bare Predicate - was)
5. Between Shediac and Tidnish, // the climate // is perfect for tourists.
(Bare Subject - climate; Bare Predicate - is)
6. Deep in the heart of the jungle was // the fantastic city of Manaus.
(Bare subject - city; Bare Predicate - was)
7. Several thousand labourers // were required for that job.
(Bare Subject - labourers; Bare Predicate - were required)
8. Because of his rescue training, // Bill // saved the victims.
(Bare Subject - Bill; Bare Predicate - saved)

9. The tiny kitten // was just skin and bones after its ordeal.
(Bare Subject - kitten; Bare Predicate - was)
10. Suddenly, // the plane // lurched sideways towards to the mountains.
(Bare Subject - plane; Bare Predicate - lurched)

Exercise 5.1

A. Answers may vary.

B.

1. Into the store burst // the angry customer.
(Bare Subject - customer; Bare Predicate - burst)
2. On the hilltop stood // the old house and its outbuildings.
(Bare Subject - house, outbuildings; Bare Predicate - stood)
3. Through the valley rode // the messenger.
(Bare Subject - messenger; Bare Predicate - rode)
4. Do // you // have an extra pen?
(Bare Subject - you; Bare Predicate - do have)
5. Beyond the trees lay // safety.
(Bare Subject - safety; Bare Predicate - lay)
6. Did // everyone // have a good time?
(Bare Subject - everyone; Bare Predicate - did have)
7. Off to the playground trooped // the little girls.
(Bare Subject - girls; Bare Predicated - trooped)
8. Have // you // completed your science labs?
(Bare Subject - you; Bare Predicate - have completed)
9. His ideas // should have been given greater consideration.
(Bare Subject - ideas; Bare Predicate - should have given)
10. Above the trees bobbed and floated // the balloon.
(Bare Subject - balloon; Bare Predicate - bobbed, floated)
11. // Stop the car!
(Bare Subject - [you] understood; Bare Predicate - stop)
12. // Finish your homework first.
(Bare Subject - [you] understood; Bare Predicate - finish)

Exercise 5.2

Answers will vary.

Exercise 5.3

Answers will vary.

Sample answer: His music reminds me of dry sand and cactus.

Exercise 6.1

A.

1. Dogs and cats are rarely good friends. Compound subject
2. The band and its leader boarded the bus at 9:30 and left for Moncton.
Compound subject
3. His letter of resignation will not reach you before Tuesday or Wednesday.
Simple subject
4. Either his old car or their newest truck will be at the auction. Compound subject
5. The tiniest bits of gossip in this town are turned into public announcements.
Simple subject
6. Alex and his sister were sitting in the café and talking about their troubles.
Compound subject
7. The clowns jumped out of cars and ran through sprinklers. Simple subject
8. Suddenly, the rain and hail poured out of the sky. Compound subject
9. The man from the marina laughed and talked about all his experiences at sea.
Simple subject
10. Uncle Al and his wife packed their things and left town. Compound subject

B.

- | | |
|-------------------------------|--|
| 1. are (simple) | 2. boarded, left (compound) |
| 3. will reach (simple) | 4. will be (simple) |
| 5. are turned (simple) | 6. were sitting,talking* (compound) |
| 7. jumped, ran (compound) | 8. poured (simple) |
| 9. laughed, talked (compound) | 10. packed, left (compound) |

*Part of this predicate has been intentionally left out. The sentence can be readwere sitting and were talking. Leaving out words like this is acceptable and is called *ellipsis*¹. The words are not written but the sentence is structured as if they were. [*You*] *understood* is another example of *ellipsis*.

¹ You are not required to know this term at this level. The information is provided to help clear up any confusion about the predicate (verb).

Exercise 6.2

Subject	Predicate
1. They (simple)	sing, dance (compound)
2. men, machines (compound)	left (simple)
3. men, women (compound)	shared (simple)
4. Marlene, people (compound)	did realize (simple)
5. bus (simple)	wheezed (simple)
6. kids (simple)	were arranging (simple)
7. Bob, Paul (compound)	have bought, paid (compound)
8. You, I (compound)	should take,travel (compound)
9. They (simple)	ate, drank (compound)
10. Many, few (compound)	contributed, worked (compound)

Exercise 6.3

Subject	Predicate
1. Melissa, friend (compound)	wrote (simple)
2. boat (simple)	dipped, danced (compound)
3. We (simple)	sat, thought (compound)
4. Subjects, predicates (compound)	are reversed (simple)
5. Steve (simple)	called, told (compound)
6. Ian, John (compound)	awoke, found (compound)
7. you (simple)	have answered,made (compound)
8. number (simple)	is decreasing (simple)
9. We (simple)	offered (simple)
10. Jill (simple)	was laughing,crying (compound)

Exercise 6.4

Subject	Predicate
1. they	were performing,practising
2. Elise	did buy,rent
3. Elephants, lions, tigers	can be found
4. group	went, cheered
5. sun	shone, warmed
6. car	slipped, lurched

- | | | |
|-----|------------|--------------------------------|
| 7. | difference | is |
| 8. | sap | drips, runs |
| 9. | something | must have fallen,smashed |
| 10. | you | do drive,walk |

Exercise 7.1

Answers will vary.

Exercise 8.1

	Direct Object	Indirect Object
1.	job	Rebecca
2.	address	them
3.	deal	me
4.	dog	no indirect object
5.	change	him
6.	dish	bear
7.	turkey	me
8.	coat	wax
9.	fortune	him
10.	ice cream cone (cone)	her

Note: *He sent the presents to Martha*, the direct object is *presents* but there is no indirect object. The prepositional phrase *to Martha* not usually considered as a direct object and is simply identified as a prepositional adverb phrase telling where it was given. A few grammar books do consider these prepositional phrases as indirect objects. The majority of texts, however, emphasize the rule that the indirect object is ALWAYS found between the verb and the direct object and is NEVER part of a prepositional phrase.

Example:

The painter gave the room a final coat of primer. (coat....direct object)
(room....indirect object)

The painter gave a final coat of paint to the room. (coat....direct object)
(to the roomprepositional adverb phrase)

Try this set:

The personnel department gave Frank an application form.
(Indirect object - Frank)

The personnel department gave an application form to Frank.
(Prepositional adverb phrase - to Frank)

Exercise 8.2

Direct Object	Indirect Object
1. master	no indirect object
2. mail	us
3. milk	cat
4. share	sister
5. speaker	no indirect object
6. receipt	him
7. news	no indirect object
8. card	nieces
9. pail, soap	no indirect object
10. library	no indirect object: <i>to his two brothers</i> (prepositional phrase)

Exercise 8.3

Direct Object	Indirect Object
1. hints	boys
2. truck	no indirect object: <i>to a dealership-</i> phrase
3. year	me
4. way	no indirect object
5. book	no indirect object
6. no direct object	no indirect object
7. no direct object	no indirect object
8. brakes	no indirect object
9. no direct object (linking verb)	no indirect object (linking verb)
10. me	no indirect object; <i>to a specialist-</i> phrase

Exercise 8.4

Direct Object	Indirect Object
A.	
1. Door	
2. Fashions	
3. No objects	
4. Ice	
5. No objects	
6. House	
7. Chance	Leo

5. Meowed
 6. Moved
 7. Offered
 8. Asked
 9. Skated, stopped
 10. Shovelled
 C. Answers will vary.
 D. Answers will vary.

Exercise 9.3

	Subject	Verb	Object
1.	Crowds	rioted	
2.	Acre	can contain	millions (d.o.)
3.	You	would like	picnic (d.o.)
4.	Trainers	exercise	horses (d.o.)
5.	Jessica	handed	resignation (d.o.)
6.	School	awarded	scholarship (d.o.); me (i.o.)
7.	You	are lending	money (d.o.) ; him (i.o.)
8.	Jeremy	played	basketball (d.o.)
9.	None	remembered	boots (d.o.)
10.	Coast Guard	withdrew	fleet (d.o.)

The following words were used as objects of the preposition: *streets, people, tax, mosquitoes, park, days, field, tears, eyes, boss, year, trip, midnight, Scouts, storm, ships.*

Exercise 10.1

	Predicate nominative	Predicate Adjective
1.	Fireman	
2.		Sick
3.		Disgusted
4.	Action verb <i>threw</i> takes the direct object <i>ball</i> ; No predicate nominative or adjective	
5.		Unreasonable
6.	Dancer	
7.		Content
8.		Dark, cloudy
9.	Niece	
10.	Feature	

B. The following are used as adverbs or adverb phrases and are considered part of the complement.

In Moncton, suddenly, quickly, with our behaviour, to first base, in his demands (on his staff is an adjective modifying demands) ever, never, with their jobs, always

Exercise 10.2

	Predicate Nominative	Predicate Adjective
1.	Tent	
2.	Hero	
3.		Busy
4.	Woman	
5.		Helpful
6.		Unsafe
7.	Designer	
8.		Good
9.	Pilot	
10.		Sick, dizzy

Exercise 10.3

	Predicate Nominative	Predicate Adjective
1.	Influence	
2.		Sure
3.		Good

- | | | |
|-----|------------|-------------|
| 4. | | Interesting |
| 5. | Accountant | |
| 6. | | Expensive |
| 7. | Supervisor | |
| 8. | | Late |
| 9. | | Difficult |
| 10. | | Angrier |

Exercise 10.4

	D. O.	I.O.	P.N.	P.A.
1. Linking			Nuisance	
2. Action (vt)	Hatred			
3. Linking				Personal
4. Action (vt)	Report			
5. Action (vt)	Campaign			
6. Action (vt)	Receipt	Them		
7. Linking				Mightier
8. Action (vi)	Intransitive - no objects			
9. Action (vt)	Coffee	Them		
10. Action (vi)	Intransitive - no objects			

B. See above

C. Indirect objects are always found between transitive verbs and direct objects.

They answer the questions to whom? For whom? or Of whom? after the verb.

D. Predicate nominatives are nouns or pronouns found after linking verbs.

E. Answers will vary

F. Answers will vary.

Exercise 10.5

- | | | | | |
|-------------------|-------------|----------|---------|------------------|
| 1. I | 2. Him | 3. Whose | 4. Whom | 5. I, whom |
| 6. Those, they're | 7. She, who | 8. Whom | 9. We | 10. You're, whom |

Exercise 11.1

- Beyond that fence.....adverb.....have been sprayed
of the maple trees.....adjective.....each
with an antifungal mixture.....adverb.....have been sprayed
- against the sunlit wall.....adverb.....leaned
until the end.....adverb.....leaned

- of another fruitless day.....adjective.....end
3. of the classes.....adjective.....most
by then.....adverb.....have begun
4. at the end.....adjective.....restaurant
of the street.....adjective.....end
on many occasions.....adverb.....had been vandalized

5. of these clothes.....adjective.....none
without hours.....adverb.....can be repaired
of work.....adjective.....hours
6. for her children's lives.....adjective.....fear
into her heart.....adverb.....pumped
7. Under the eaves.....adverb.....had made
of bats.....adjective.....colony
8. from Halifax.....adjective.....friend
on the bus.....adverb.....arrived
9. Across the road.....adverb.....sat
in the shade.....adverb.....sat
of a large oak tree.....adjective.....shade
10. on that issue.....adjective.....decision

Exercise 12.1

- | | |
|------------|------------|
| 1. Phrase | 2. Phrase |
| 3. Clause | 4. Phrase |
| 5. Phrase | 6. Phrase |
| 7. Clause | 8. Clause |
| 9. Clause | 10. Phrase |
| 11. Clause | 12. Clause |
| 13. Phrase | 14. Clause |
| 15. Clause | |

Exercise 12.2

1. Farmers cut their hay in early July (when the weather is dry).
2. Students usually do well (if they attend all their classes).
3. Students can eat lunch here in the cafeteria or on the lawn.
4. Because of the heavy rain last week*, the creeks flooded.
5. (Because it rained a lot last week), the creeks flooded.
6. Luckily, we can catch the first train (if we hurry).
7. (Although Tim wasn't very hungry), he ordered bacon and eggs.
8. We left the harbour (after the fleet arrived).
9. (Before you try this recipe), you should see (if you have enough sugar).
10. You will have to go to the bank soon (since you do not have enough cash).

* **Sentence # 4** is an independent clause and does not contain a dependent clause..
Because of heavy rain last is a prepositional adverb phrase, starting with the

preposition *because of*. It does not contain a subject and verb, so it is not a clause.

Exercise 12.3

1. The bread (which she baked yesterday) is already stale.
2. The magazines (that are on the table) belong to the library.
3. I know the man (who is replacing Joe on the hockey team).
4. The teacher (whom I most admire) is Sheila McRae.
5. Finally, the technician (who had made the mistake) agreed to make the repairs.
6. Despite his appearance, I know (that he is innocent).
7. Foolishly, we believed (that everyone would tell the truth).
8. The old Smith house, (which is on Main Street), will be torn down next week.
10. The steaks in the refrigerator are the ones (that Carla gave me last week).
11. He still cannot reach the books (which are on the top shelf).
12. Use the plastic glasses (which are on the counter).
13. The truck (that flipped over) contained hydrogen (which is highly flammable).
14. Jessie is a potter (who wins awards for her creative designs).
15. That shirt (that you just bought) is made of cotton.

The clauses which you have just marked with brackets are dependent clauses called *relative clauses* because they start with the *relative pronouns who, whom, which, that*. Often but not always, these relative clauses are used as adjectives to give more information about a noun or pronoun.

Exercise 12.4

1. Franz Mesmer who developed hypnotism // practised in Vienna.
 Franz Mesmer practised in Vienna - independent clause
 who developed hypnotism - dependent clause
 conjunction - who - relative pronoun (subjective case)
 dependent clause modifies the subject (noun) *Franz Mesmer* - adjective
 belongs in the subject because it modifies the subject
2. The gardener // always planted flowers which grew well in the shade.
 The gardener always planted flowers - independent clause
 which grew well in the shade - dependent clause
 conjunction - which - relative pronoun
 dependent clause modifies the noun *flowers* - adjective
 belongs in the predicate because it modifies the direct object *flowers*

3. She // will never do well because her negative attitude interferes with her progress.
 She will never do well - independent clause
 because her negative attitude interferes with her progress - dependent clause
 conjunction - because - subordinate conjunction
 dependent clause modifies verb *do well* telling why - adverb
 belongs in the predicate because it is an adverb and modifies the verb
4. Snow // drooped from the branches which overhung the road.
 Snow drooped from the branches - independent clause
 which overhung the road - dependent clause
 conjunction - which - relative pronoun
 dependent clause modifies the noun *branches* - adjective
 belongs in the predicate because it modifies *branches*, part of the predicate
5. While Pat ate his supper, he listened to his new CDs.
 he listened to his new CDs - independent clause
 While Pat ate his supper - dependent clause
 conjunction - while - subordinate conjunction
 dependent clause modifies the verb *listened* - telling when - adverb
 belongs in the predicate because it modifies the verb
6. You can use the Nautilus machine after you are finished with the weights.
 You can use the Nautilus machine - independent clause
 after you are finished with the weights - dependent clause
 conjunction - after - subordinate conjunction
 dependent clause modifies the verb *can use* - telling when - adverb
 belongs in the predicate because it modifies the verb
7. Jill and Emma will stay at the club until you get there.
 Jill and Emma will stay at the club - independent clause
 until you get there - dependent clause
 conjunction - until - subordinate conjunction
 dependent clause modifies the verb *will stay* - telling how long - adverb
 belongs in the predicate because it modifies a verb

8. You can't drive if your licence has been suspended.
 You can't drive - independent clause
 if your licence has been suspended - dependent clause
 conjunction - if - subordinate conjunction
 dependent clause modifies the verb *can drive* - telling why - adverb
 belongs in the predicate because it modifies the verb
9. Although it was unfair, he agreed because he didn't want any trouble.
 he agreed - independent clause
 Although it was unfair - dependent clause
 conjunction - although - subordinate conjunction
 dependent clause modifies the verb *agreed*
 belongs in the predicate because it modifies the verb
 because he didn't want any trouble - dependent clause
 conjunction - because - subordinate conjunction
 dependent clause modifies the verb *agreed* -telling why - adverb
 belongs in the predicate because it modifies the verb
10. The star whose life was threatened by a stalker was interviewed on TV.
 The star was interviewed on TV - independent clause
 whose life was threatened by a stalker - dependent clause
 conjunction - whose - possessive case - adjective modifying *life*
 dependent clause modifies the subject (noun) *star*
 belongs in the subject because it modifies the subject.

Exercise 12.5

Underline the independent clauses, and place brackets around the dependent clauses. Record and label all the conjunctions.

1. (When you find a sentence fragment), correct it by adding an independent clause. when - subordinate conjunction
2. Please shut the door behind you (because it is cold outside).
because - subordinate conjunction
3. You shouldn't worry about grammar (until you have finished your first draft).
until - subordinate conjunction
4. (After they registered for swimming), they changed their minds (because it was too far to walk home with wet hair).
After, because - subordinate conjunctions
5. He hired John (even though he didn't have any letters of reference).
even though - subordinate conjunction

6. (If you want a new car), you should save the money first.
If - subordinate conjunction
7. The personnel department always hires people (who can write well).
who - relative pronoun - subjective case
8. Dependent clauses (which modify verbs) are called adverb clauses.
which - relative pronoun
9. They cancelled their road trip (when the radio broadcast a heavy snowfall warning).
because - subordinate conjunction
10. (Although no one was hurt), the police closed the highway because of the drifting snow.
Although - subordinate conjunction

Note: *because of the drifting snow* is not a clause. It does not contain a subject and verb. It is a prepositional phrase beginning with the preposition *because of*.

Exercise 12.6

Put brackets around the noun clauses and indicate whether they are used as subjects, objects, or objects of the preposition.

1. He knew (that it was too late).....direct object
2. (Whoever found the money) should give it back.....subject
3. We will give the reward to (whoever wins).....object of the preposition
4. (What makes this really frustrating) is his stubbornness.....subject
5. (That he cheated) was clear to everyone.....subject
6. The adjustor saw (that the car was beyond repair).....direct object
7. Her greatest challenge was (that her clients were often lazy).
(predicate nominative)
8. The group talked about (what they should do next). object of the preposition
9. Jon believes (that the Miller house is haunted).....direct object
10. (What I really want) is a good job.....subject
11. A good feature of this car is (that you don't need a key to unlock the door).
(predicate nominative)
12. Do you know (what a blind date is)?.....direct object
13. Have you heard (who was elected)?.....direct object
14. (Whoever wins the sports car) is really lucky.....subject
15. He will answer to the court for (what he has done)...object of the preposition
16. The taxes on (whatever he earns) should be quite low...object of preposition
17. Everyone agreed (that it was very hot yesterday).....direct object

18. (That I was truly shocked) became quite obvious.....subject
19. Sam told us (who had gone to the mall with him).....direct object
20. The buses for (which we were waiting) finally showed up at six.
(object of the preposition)

Exercise 12.7

Place brackets around the dependent clauses. Indicate whether they are being used as adjectives, adverbs, or nouns.

1. The people **whom I most admire** are those who do benefit concerts.
Adjective
2. **Since I missed the bus**, I will have to walk home.
Adverb
3. They finally found a house **which they could afford**.
Adjective
4. The announcer said that the snow would turn to rain later in the day.
Noun....direct object
5. **When he first heard of the contest**, he didn't think **that he had a chance**.
When.....adverb; that.....noun (direct object)
6. I found the gloves **which I lost in the bus depot**.
Adjective
7. **Because it was he [who made the complaint]**, the supervisor called him.
Because....adverb; who.....adjective
8. Lucy would make more progress **if she did more work at home**.
Adverb
9. The couple returned some of the wedding gifts **[that] they had received**.
Adjective
10. Fragments of glass were embedded in the wall **after the patio door smashed**.
Adverb

Exercise 13.2

- 1.. ? Interrogative
2. ! Exclamatory
3. . Declarative
4. ! or . Imperative (A polite command can end with a period)
5. ! Exclamatory
6. ? Interrogative

7. ? Interrogative
8. ? Interrogative
9. ! Exclamatory (Depending on the situation, this could also be interrogative)
10. . Declarative

Exercise 14.1

- | | |
|------------|--------------|
| 1. Natural | 2. Split |
| 3. Split | 4. Natural |
| 5. Split | 6. Inverted |
| 7. Split | 8. Split |
| 9. Split | 10. Inverted |

Exercise 14.2

1. Natural
2. Split
3. Split
4. Inverted
5. Natural
6. Split
7. Natural (Imperative....the subject is [you] understood)
8. Split
9. Natural
10. Split

Exercise 15.1

Answers will vary.

Exercise 16.1

1. Compound but
2. Compound so
3. Simple (compound predicate)
4. Complex after
5. Compound and
6. Complex if
7. Complex before
8. Simple (compound subject)
9. Complex although

10. Compound and

Exercise 16.2

1. Compound.....or
2. Simple
3. Compound.....but
4. Compound.....furthermore
5. Complex.....although
6. Complex.....when
7. Complex.....until
8. Complex.....because
9. Compound.....but
10. Compound.....yet

Exercise 16.3

1. Simple
2. Compound.....yet
3. Simple
4. Compound.....or
5. Complex.....although
6. Complex.....even though
7. Compound.....however
8. Simple
9. Complex.....because
10. Compound.....so

Exercise 16.4

1. Complex.....that
2. Complex.....which
3. Simple
4. Compound.....but
5. Compound.....not only - but also
6. Compound.....so
7. Complex.....after
8. Complex.....whether
9. Compound.....and
10. Simple

Exercise 18.1

1. Complex - which
 2. Compound complex - after, so
 3. Complex - after
 4. Complex - that, which
 5. Compound complex - which, but
 6. Simple
 7. Simple
 8. Simple (the coordinate conjunction *and* joins two verbs, not two independent clauses)
 9. Complex - that
 10. Compound complex - when, and (*and* joins to commands)
- B.
1. Interrogative
 2. Imperative
 3. Interrogative
 4. Declarative
 5. Declarative
 6. Declarative
 7. Declarative
 8. Declarative
 9. Interrogative
 10. Declarative
- C.
1. Natural
 2. Natural
 3. Split
 4. Natural
 5. Natural
 6. Split
 7. Inverted
 8. Split
 9. Split
 10. Split

Exercise 18.2

1. Compound-complex
2. Compound-complex
3. Compound
4. Compound
5. Compound-complex
6. Complex
7. Simple
8. Simple
9. Compound-complex
10. Compound-complex

Exercise 19.1

Answers will vary.

Exercise 19.2

1. The full bottle of apple juice fell on the ceramic tile floor and smashed into a million pieces. (Simple)
2. The heater worked well even though it hummed and clicked constantly. (Complex)
3. Malcolm's snowmobile hit speeds of 110 kph just before he lost control and crashed into the back of a parked truck. (Complex)
4. Salmon fishing is a popular sport along the Miramichi in spring. (Simple)
5. Her new black boots looked terrific, but she told Cathy that her feet hurt because they were a size too small. (Compound-complex)

The black cat on the couch on the porch was tired because it had caught seven mice in the barn this morning. (Complex)

Even at three o'clock, the restaurant was crowded with people who were eating huge, delicious lunches. (Complex)

He was worried that the report on computers that he was writing wouldn't be finished by the deadline tomorrow; consequently, he decided to stay up all night, so it would be finished on time. (Compound-complex)

When Lynn bought that watercolour painting that she liked at an auction in Edmonton, she didn't have the \$500 cash so she went to the bank machine. (Compound-complex)

The hall was full of loud voices and laughter as the teens waited for the start of the long anticipated rock concert. (Complex)

Exercise 20.1

1. The lion roared. Everyone ran for cover.
2. The road is closed. The bridge is washed out.
3. You can answer this question. You are smart.
4. Two tourists discovered the body of an ancient man. The ancient man had been frozen in a glacier for 5,000 years.
5. The Rotary Club raised a lot of money. They held a Duckie Race.
6. The Liberals won the election. The Premier appointed his cabinet.
7. I am nervous. I could pass the test.
8. Mark has a job. He can pay for his new bike.
9. The meat was grilling. The guests played tennis.
10. He installed the weather stripping. The electric bill did not decrease.

B. Answers may vary.

1. The lion roared, so everyone ran for cover.
2. The road is closed, and the bridge was washed away.
3. You can answer this question, for you are smart.
4. Two tourists discovered the body of an ancient man, and it had been frozen in a glacier for 5, 000 years.
5. The Rotary Club held a Duckie Race; it raised a lot of money.
6. The Liberals won the election; therefore, the Premier appointed his cabinet.
7. I was nervous, but I knew I could pass the test.
8. Mark has a job; he can pay for his new bike.
9. The meat was grilling, so the guests played tennis.
10. He installed weather stripping; nevertheless, the electric bill did not decrease.

Exercise 22.1

Answers will vary.

A

1. The young recruits lined up on the parade ground.
2. I like to ride my bicycle, but I don't seem to have enough spare time.
3. The boat which we painted last year sank.
4. The red car has a white vinyl roof.
5. I do not like Chinese food, nor do I like Mexican food.
6. After we went swimming, we then went for a walk.
7. After dinner, we went sailing and then we went to a movie.
8. The library was closed, but it will be open on Monday.

9. Merle likes his new four wheel drive Ford because he can drive on back roads all the time.
10. The kitten that I bought yesterday is cute.

B

1. Do you have a radio, or should I bring one?
2. After the principal spoke, the valedictorian gave her address.
3. Heavy rains halted repairs to the roof, so water is leaking through the ceiling.
4. Lynn saw the movie based on the book; I read the book.
5. The Friendly Savings Credit Union is close to our house.

Exercise 22.2

The corrected versions may vary. It is important that to have your instructor check your work.

1. Fragment
Since the last time we saw you, you have lost a lot of weight.
2. Run-on
His voice sounded nervous; his hands were sweaty.
3. Complete sentence
4. Run-on
Donna was reading the catalogue that arrived yesterday.
5. Comma splice
Something had gone wrong, and they didn't know what it was.
6. Fragment
Sometime after midnight when the storm was at its worst, the power went off.
7. Fragment
Because he was a kind and gentle person who liked children, he offered to help at the centre.
8. Run-on
We are going to Montreal. Next week, we will call you.
We are going to Montreal next week, so we will call you.
9. Fragment
He gave the parcel to the man in the green raincoat who sat in the corner.
10. Comma splice
Because the medicine was working, she went to the office yesterday.

Exercise 23.1

1. In spite of the cold which settled in his bones, he just kept walking.

- (Fragment)
2. As soon as the ice melted and before the river flooded, the county workers fixed the bridge. (Fragment)
 3. Lately, runners have been working harder and harder because they want to be ready for the marathon next month. (Run-on)
 4. Correct
 5. Intercepting a long pass, John ran forty yards before he was tackled. (Fragment)
 6. Lex often stays with his mother. Then he goes back to Deer Island. (Comma splice)
 7. The ice cream is melting, so you should put it away.(Run-on)
 8. Life is difficult in the North, especially in the winter because food is very expensive then. (Fragment)
 9. Our new house is R2000. Keeping our fuel bills low is important to us. (Fragment)
 10. The Sable Island Gas Pipeline will pass close to our house; we should be able to get hooked up quite reasonably as soon as it is completed.(Fragment)

Exercise 23.2

Corrected versions of sentences may vary.

1. Run-on
All the material in the storeroom must be inventoried before the end of the month since the new supervisor is arriving then.
Before the end of the month the new supervisor is arriving, so all the materials in the storeroom must be inventoried.
2. Fragment
The horse which had escaped from the pasture was soon caught.
3. Fragment
Shortly after she fell, she got back on the horse.
4. Comma splice and run-on
Although it was a long way to the mall, they got there at 2 o'clock and shopped until 6 o'clock when they drove home.
5. Comma splice
Her arms were stiff and sore because she had done too much exercise.
6. Fragment
We will leave when I am finished and you are ready.
7. Fragment
They couldn't work because of the loud noise.
8. Comma splice
They never bring enough food; we always have to share ours.
9. Fragment
They invited us to join them at the lake after the barbecue was over. We went swimming in the river.
They invited us to join them at the lake. After the barbecue was over, we went swimming in the river.
10. Run-on
We returned to the station. There we discovered our lost luggage on the back of a baggage cart.

Review Exercises

Section One: Subjects and Predicates

- A. Use a slash (/) to separate the complete subject from the complete predicate.
 B. Underline the bare subject once and the bare predicate twice.
 C. For each subject and predicate you indicated, indicate whether it is simple or compound.
- The old porch on the back of our house // is rotten and needs to be pulled down. (simple subject; compound predicate)
 - Where did // you // find that present? (simple subject; simple predicate)
 - After the birthday party, // everyone // went to the movies. (simple subject; simple predicate)
 - John and Sue // are building a new house out in the country. (compound subject; simple predicate)
 - The men with the proper credentials // were interviewed yesterday. (simple subject; simple predicate)
 - The members of the Rotary Club // raised money and donated it to charity. (simple subject; compound predicate)
 - The old, yellow dog // crawled under the porch and growled quietly. (simple subject; compound predicate)
 - Mark and his older brother // entered the house and crept down the stairs to the basement. (compound subject; compound predicate)
 - During the recent thunderstorm, // the rain // poured down and flooded the golf course. (simple subject; compound predicate)
 - It // was a short, but profitable trip. (simple subject; simple predicate)

Section 2: Complements

Identify and label these complements (direct object, indirect object, predicate nominative, predicate adjective).

- John - indirect object; card - direct object
- me - indirect object; answer - direct object
- strongest - predicate adjective .
- man - predicate nominative
- fish - direct object
- darkest - predicate adjective

7. wonderful - predicate adjective
8. candidate - indirect object; letter - direct object
9. them - indirect object; money - direct object
10. roast - direct object; it - direct object

Section 3: Phrases and Clauses

Prepositional phrases are marked in bold type.

1. Peggy watered the flowers **next to the house** (because it had not rained recently **for a month**).
2. **That mark on the table** was caused **by Sue** (when she set a wet glass there).
3. (Although he was sick), he still came **to school during the week**. (2 phrases)
4. Either Mary will sell her car, or John will find a new job.
5. The whale (which beached itself **near Salmon Cove**) is now swimming free.
6. Mark worked hard **on his project**, but he didn't get a good mark.
7. Wash the dishes (before you go **to the arena**).
8. **About 9:15 p.m.**, the students will arrive **for their class** (which starts at **9:30 p.m.**).
9. The novel **by Jenkins Smith** is not available **in our bookstore** yet.
10. The coast of France was a grey pencil line **on the horizon**.

Section 4: Types of Sentences (by structure)

1. complex
2. complex
3. complex
4. compound
5. complex
6. compound
7. complex
8. complex
9. simple
10. simple

Section 5: Types of Sentences (by function)

1. declarative
2. exclamatory
3. declarative.....the sentence in quotations marks is exclamatory.
4. imperative.....a polite command
5. interrogative
6. declarative
7. declarative

Section 6: Correcting sentence faults.

Corrected versions may vary.

1. Carry the boxes out to the garage. (correct)
2. If I had heard that you were leaving, I would have planned a party.
3. This course is difficult, but I refuse to give up.
4. He spent all this time trying to keep his money safe.
5. Individuals can help to preserve the forests.(correct)
6. Keep to the right.(correct)
7. We think of apples as food for people; however, animals like apples too.
8. Jessica was beginning to understand math.
9. This food tastes terrible; usually I like to eat here.
10. Scott turned his head toward the window when he saw the 4 x 4.

Section 7: Finding and correcting mistakes.

Correct versions may vary.

Rob and I were just setting out on our summer vacation, so we walked to the highway to find a ride to someplace that would be more fun than this dull place. You just don't know how boring this place is. We stood there on the side of the road, and looked at each other. Although we stuck out our thumbs, the cars didn't stop. After a while we got discouraged.

Finally after two hours, an old car pulled over, so we started to get in. The elderly driver told Rob and me to put our stuff in the back. When we looked in the trunk, we wondered what was in all those big boxes and old battered suitcases. Then each of us got in his own side of the car.

The driver sang a lot, and his voice was pretty good, but he sang only old songs from the 50s and 60s. His songs sounded pretty good, so Rob and I started to sing too. By that time, we had driven for two or three hours, and we realized that we liked the old man. When he bought us lunch, I saw a big roll of bills in his pocket. What a lot of money!. He was probably really rich, and I wondered what he had done to get that kind of money. I had certainly never done anything in my life to have that kind of money.

When we finally got near Montreal, he started to talk about how much he missed his dog and how he didn't like to talk German to him. The closer we got to Montreal, the crazier he sounded. Finally, when the old man stopped at a stoplight, we got out of the car. He said goodbye and said that we could visit him sometime. Then Rob and I walked down the road.

Suddenly Rob said that he had been thinking all through the trip that the driver looked familiar. We both agreed that we had just hitched a ride with Elvis, but we didn't know his address.

ANSWERS TO BAUENG PRE-TEST

1.
 - a. Most people // speed along the highway at 110 kph and never look at anything.
 - b. Those gates // open into a beautiful rose garden.
 - c. Family time and physical fitness // are important for John and Bev.
 - d. The number of home computers // rose sharply last year.
 - e. During the winter, // the smell of wood smoke // fills the air.
 - f. A few of them // have been using the Internet and learning about computers.
 - g. Have //the captain and the crew of the fishing boat // been rescued?
 - h. After many long hours of work, // the house // was ready.
 - i. Neither he Chief of Police nor his staff // would make a statement.
 - j. Because of the fog and wind, // the plane // will be delayed.

2.

	Bare Subject	Bare predicate
a.	people	speed, look
b.	gates	open
c.	time, fitness	are
d.	number	rose
e.	smell	fills
f.	few	have been using,learning
g.	captain, crew	have been rescued
h.	house	was
i.	Chief, staff	did make
j.	plane	will be delayed

3.

a.	Guide	spotted
b.	Matt, wife	bought
c.	Pilots, passengers	wait
d.	Volunteers	serve, sort
e.	Max	has seen,talked
f.	[You] understood	give
g.	Ice, snow	covered, made

4.

a.	Simple	simple
b.	Compound	simple

- | | | |
|----|----------|----------|
| c. | Compound | simple |
| d. | Simple | compound |
| e. | Simple | compound |
| f. | Simple | simple |
| g. | Compound | compound |
- 5.
- | | |
|----|--------------|
| a. | Is |
| b. | Has, his/her |
| c. | Do |
| d. | Have |
| e. | Were |
| f. | Were |
- 6.
- | | |
|----|---------------|
| a. | Interrogative |
| b. | Imperative |
| c. | Exclamatory |
| d. | Declarative |
| e. | Interrogative |
| f. | Imperative |
| g. | Interrogative |
| h. | Declarative |
7. Answers will vary.
8. Answers will vary.
9. Errors are found in sentence #
- | | | | |
|-----|--------------|----|----------|
| 2. | Fragment | 4. | Fragment |
| 6. | Comma splice | 8. | Run-on |
| 14. | Run-on | | |
- Corrections will vary.
10. Answers will vary.

ANSWER KEY: IAUENG PRE-TEST

- 1.
- Jessie // is going to Alberta for Christmas and will stay a week.
 - Do // you // know the capital of Manitoba?
 - Her sons and daughters // gathered for the celebration and wished her luck.
 - Dictionaries and grammar handbooks // are essential tools for all writers and are usually quite inexpensive.
 - On the marsh near the shore grew // wild marigolds and lilies.
 - Brad and Holly // gave Sonia the money that she had won.
 - Video lottery terminals // are dangerous for those with addictive personalities and should be banned.
 - Teachers who work in primary schools // have long hours but usually enjoy their jobs.
 - Because they disagree, // the mayor and council // will either delay the decision or drop the whole matter.
 - Before the start of the program, will // you // be available for advice.
- 2.
- | | Bare Subject | | Bare Predicate | |
|----|-------------------|----------|-----------------------|----------|
| a. | Jessie | simple | is going, will stay | compound |
| b. | you | simple | do know | simple |
| c. | sons, daughters | compound | gathered, wished | simple |
| d. | Dictionaries | | are | |
| | hand books | compound | are | compound |
| e. | marigolds, lilies | compound | grew | simple |
| f. | Brad, Holly | compound | gave | simple |
| g. | VLTs | simple | are, should be banned | compound |
| h. | teachers | simple | have, enjoy | compound |
| i. | mayor, council | compound | will delay, drop | compound |
| j. | you | simple | will be | simple |
- 3.
- | | |
|---------|--|
| Capital | noun, direct object of the verb <i>do know</i> |
| tools | noun, predicate nominative |
| writers | noun, object of the preposition <i>for</i> |
| Sonia | noun, indirect object of the verb <i>gave</i> |

- from Maine
- j. Who works that will cover his/her daily expenses adjective
adjective
11. Until subordinate
So co-ordinate
whoever relative pronoun - subjective case
that relative pronoun
[that] relative pronoun
however conjunctive adverb
that relative pronoun
whom relative pronoun - objective case
because subordinate conjunction
who relative pronoun - subjective case
who relative pronoun - subjective case
that relative pronoun
who relative pronoun
that relative pronoun
11. Answers will vary.
12. Which one of them is prettier than I?
This is an example of ellipsis.prettier than I am.
- b. Because.....anything, we were surprised when he didn't show up.
Fragment.....a dependent clause cannot stand alone, an independent clause must be added.
- c. Sad.....an adjective must follow the linking verb *felt*
- d. Run-on. The prepositional phrase can go with either sentence
We emptied the pail in the corner. We found an old dusty box.
We emptied the pail. In the corner, we found an old dusty box.
We emptied the pail; in the corner, we found an old dusty box.
- e. Its a possessive case is required to modify the noun *progress*
(It's means *it is* and wouldn't fit in this sentence)
- f. Comma splice. A comma is not strong enough to join two independent clauses.
The frightened horse reared. Then it raced across the pasture.
- g. Whoever.... ("He" can go. Use the subjective case for the subject)

- h. I.....Use the subjective case for the subject of the sentence.
 - i. Was.....the indefinite pronoun is singular so the verb must also be singular.
 - j. The adverb is placed next to the wrong verb. The sentence makes it sound like the repairman only did his job occasionally.
We occasionally hired a man who could repair radiators.
13. Answers will vary.

FEEDBACK PROCESS

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock
100 Broadway Street
Woodstock, NB
E7M 5C5
Attention: Kay Curtis
Tel.: 506-325-4866 Fax.: 506-328-8426

- * In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.

- * For feedback regarding the following items, please use the form below:
 - insufficient explanations;
 - insufficient examples;
 - ambiguity or wordiness of text;
 - relevancy of the provided examples;
 - others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

FEEDBACK PROCESS

Page number	Nature of the problem	Proposed solution (include your text if possible)
Comments:		